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ABSTRACT

One in a series designed to assist Arizona elementary and junior high school teachers in developing children's traffic safety skills, this curriculum guide contains thirteen lessons on pedestrian safety for use in kindergarten and grade 1. Introductory information provided for the teacher includes basic highway safety concepts, stressing communication methods for highway users, visibility and judgmental problems, predictability of behavior, and the pedestrian environment; instructions for using this program, explaining evaluation methods; and Arizona laws governing pedestrians. The lessons cover the following subjects: the safest route between home and school; the pedestrian; traffic; crossing streets, including the use of crosswalks; traffic lights, the meaning of their colors and signs, and how to use them; railroad crossings; driveways; and the role of policemen and crossing guards. For each lesson a complete plan is provided, incorporating objectives, key points, a list of needed materials, suggested basic and enrichment activities, student assessment procedures, and additional resource materials. The types of activities include simulations of pedestrian situations, class discussions, field trips, coloring, and learning songs. (ELG)

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ED159488

ARIZONA
TRAFFIC SAFETY EDUCATION

DRIVER-PASSENGER
K-8
K-1
PEDESTRIAN
GRADE
BICYCLE-MINIBIKE

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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CE 018 198

PEDESTRIAN SAFETY

FOREWORD

Educators, legislators, and citizens from every walk of life in each of the fifty states are studying ways to accommodate boys and girls in our ever-increasing mobile society. With the greater rate of mobility among people comes the need for safety education to assist each child in maintaining a safe and comfortable life. Safety education has long been an integral part of instructional programs in our schools, but we are now attempting to focus on safe highway education through a sequential system of concept development. Basic understandings and safety-oriented attitudes of young people toward responsibility as pedestrians, bicycle riders, and passengers will serve them well through their growing years and into the time when they are driving their own cars.

The Driver and Safety Education Division, Department of Education, in cooperation with the Mesa Public School System, has prepared this Resource Guide for elementary teachers to assist them in helping children develop awareness of their responsibilities as highway users. It is our hope that the Resource Guide aid in cutting across the fabric of the total elementary school program.

Carolyn Warner

Carolyn Warner
Superintendent

INTRODUCTION

At a time when traffic accidents are a major hazard in the lives of our young people, it is gratifying for the Mesa Public Schools to be involved in the development of this elementary traffic safety education guide. It is our purpose that, with this guide, teachers will be able to provide elementary students with the knowledge, skills and attitudes necessary to avoid the suffering and loss caused by traffic mishaps.

To adequately prepare young citizens to become safe and responsible highway users, a comprehensive K-12 traffic safety program is required. To this end, these lessons, developed from materials gathered from across the entire country, are provided. Key concepts and activities have been researched, formulated and developed, and lesson formats have been designed for ease of teacher use. Materials are not simply provided; a lesson plan concept is used complete with objectives, key points, material lists, suggested (and flexible) activities, student assessment procedures and additional materials not readily available in the classroom.

All lessons have been field-tested throughout the Mesa School District and in other districts. Lessons were evaluated for importance, usability in the classroom, appropriateness of activities and materials, time to teach, grade level, student achievement and interest, and other key variables. Where revisions were needed they were made.

It is our sincere desire that these lessons, in the hands of concerned teachers, will assist our youth in becoming responsible, skillful and safe highway users.

George N. Smith

Dr. George N. Smith
Superintendent
Mesa Public Schools

PEDESTRIAN SAFETY K–1

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INTRODUCTION

The basic concept of *highway safety education* for elementary students is the need for an understanding of the total traffic picture.

To be a competent highway user, the elementary student as a pedestrian, bicycle rider, passenger or driver, must possess the basic knowledge of the rules and regulations of the traffic mix. After learning the rules and regulations, the student can begin to form the proper attitudes toward his responsibility for the welfare of himself and others as highway users. Through the understanding of one's limitations and the capabilities of other highway users, the elementary student will come to realize his part in providing a safer traffic environment.

Some Supporting Concepts

There are some basic highway safety concepts that should be kept in mind as these lessons are being taught:

1. The "highway user" concept should be advanced to help students identify with some of the activities that take place on the streets and highways and to introduce them to the complexities of the highway transportation system.

2. Highway users must learn to communicate with others. Some forms of communication are as follows:

   a. Eye-to-eye contact. *Example:* The student should learn to look at the car driver, not just the car.

   b. Learn the signs and signals that will provide information as to what the other person is going to do.

   c. Make sure you are communicating clearly and that you are seen before you change directions or move into traffic. *Make sure your action does not place an imposition on another highway user.*

3. Expect and accept other people's errors in judgment and be willing to help them instead of demanding retribution for your inconvenience.

4. The smaller the object, the more difficult it is to see, especially with poor visibility or poor eyesight.

   a. A large adult is easier to see than a small child.

   b. A small highway user is more difficult to see and is oftentimes hidden or camouflaged by objects in the street or highway.

5. The highway user may be experiencing problems, such as:

    Poor eyesight

    Under the influence of alcohol or drugs

    Low angle of the sun, a.m. or p.m.

    Worried or preoccupied with personal or business problems.

6. Children should be made aware of the fact that when they take on the role of a highway user, especially a pedestrian or bicyclist, they are expected to act like adults, make the same choices and demonstrate the same judgment skills (this is usually the first time in their young lives this responsibility occurs).

    There is only one set of rules or laws in our traffic system and it applies to adults as well as children. An error in judgment or willingness to increase the risk result in the same hazard for the child and the adult.

7. The 'Yield Right of Way' concept should be accepted on the basis of who should yield the Right of Way and NOT who has the Right of Way.

    Under no circumstance should we assume the Right of Way until the other highway user yields it.

    The law directs who should yield the Right of Way, NOT who has the Right of Way.

8. The competent highway user will predict what other highway users will do based upon the laws and regulations that they have learned. Therefore, if a child or inexperienced highway user fails to follow the rules or regulations, the factor of unpredictability will add confusion, congestion, and undue hazards to his environment and increase his chances of being involved in a highway crash.

9. Sidewalks are constructed primarily for pedestrians, and streets, highways, and related facilities were established primarily for vehicles. This is done to establish a smooth flow of traffic and create a safety margin or separation between pedestrian traffic and vehicle traffic. Therefore, *when the pedestrian moves from the sidewalk into the street or highway environment, he is moving into a highly hostile and hazardous environment which puts the responsibility on the pedestrian to mix safely with traffic.*

We sincerely hope that this unit on highway safety education will be an effective tool for the teacher to use in improving the childrens' survivability in our transportation system.

USING THIS PROGRAM

This program is designed to equip students with the traffic safety skills they need. Each lesson teaches a skill (OBJECTIVE). The KEY POINTS outline the content necessary to teach that objective. ACTIVITIES are designed to help you teach the key points and reinforce the lesson objective. Students should be assessed after each lesson, or as often as possible, to be certain they have acquired the necessary skills and mastered the objective.

Some assessments require meeting individually with each student, preferably in an area where he will not be distracted. Enrichment activities can be used for other students during this type of assessment (color, cut and paste, etc.) If assessment time becomes a problem, refer to random sampling procedures included in these assessments.

When assessment involves student demonstration and/or description, accept the student's first response, and go on. Do not prompt or give remedial help during assessment. Remedial help and reassessment can be provided later.

After teaching the lesson and assessing each student (or sample of students), record whether or not the student has achieved the objective. A suggested Assessment Checklist is shown below. If a student has mastered the lesson objective, check the box corresponding to that objective and the student's name. Put a circle in the box if the student has not mastered the objective. Reassess after remedial help has been given, and check if the objective is mastered.

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Linda C.	✓	○											
Bobby R.	(✓)												

In the example shown above, Linda C. mastered Objective One, and has been assessed on Objective Two, but has not mastered it. Bobby R. has mastered Objective One (after not mastering it on his first attempt). Bobby has not yet been assessed on Objective Two.

ASSESSMENT CHECKLIST

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13

LAWS GOVERNING PEDESTRIANS

STATE OF ARIZONA

ARIZONA REVISED STATUTES

28-791. Pedestrians subject to traffic regulations

A. Pedestrians shall be subject to traffic-control signals at intersection as provided in 28-645 unless required by local ordinance to comply strictly with such signals, but at all other places pedestrians shall be accorded the privilege and shall be subject to the restrictions stated in this article.

B. Local authorities are empowered by ordinance to require that pedestrians shall strictly comply with the directions of any official traffic-control signal and may by ordinance prohibit pedestrians from crossing any roadway in a business district or any designated highways except in a crosswalk.

28-792. Pedestrians' right of way in crosswalks

A. When traffic-control signals are not in place or not in operation the driver of a vehicle shall yield the right of way, slowing down or stopping if need be to so yield, to a pedestrian crossing the roadway within a crosswalk when the pedestrian is upon the half of the roadway upon which the vehicle is traveling, or when the pedestrian is approaching so closely from the opposite half of the roadway as to be in danger, but no pedestrian shall suddenly leave a curb or other place of safety and walk or run into the path of a vehicle which is so close that it is impossible for the driver to yield. This provision shall not apply under the conditions stated in subsection B of 28-793.

B. When any vehicle is stopped at a marked crosswalk or at any unmarked crosswalk at an intersection to permit a pedestrian to cross the roadway, the driver of any other vehicle approaching from the rear shall not overtake and pass the stopped vehicle.

28-793. Crossing at other than crosswalks

A. Every pedestrian crossing a roadway at any point other than within a marked crosswalk or within an unmarked crosswalk at an intersection shall yield the right of way to all vehicles upon the roadway.

B. Any pedestrian crossing a roadway at a point where a pedestrian tunnel or overhead pedestrian crossing has been provided shall yield the right of way to all vehicles upon the roadway.

C. Between adjacent intersections at which traffic-control signals are in operation pedestrians shall not cross at any place except in a marked crosswalk.

28-794. Drivers to exercise due care

Notwithstanding the provisions of this chapter every driver of a vehicle shall exercise due care to avoid colliding with any pedestrian upon any roadway and shall give warning by sounding the horn when necessary and shall exercise proper precaution upon observing any child or any confused or incapacitated person upon a roadway.

28-795. Pedestrians to use right half of crosswalk

Pedestrians shall move expeditiously, when practicable, upon the right half of crosswalks.

28-796. Pedestrians on roadways

A. Where sidewalks are provided it shall be unlawful for any pedestrian to walk along and upon an adjacent roadway.

B. Where sidewalks are not provided any pedestrian walking along and upon a highway shall when practicable walk only on the left side of the roadway or its shoulder facing traffic which may approach from the opposite direction.

C. No person shall stand in a roadway for the purpose of soliciting a ride from the driver of any vehicle.

28-797. School crossings

A. The director, with respect to state highways, and the officer, board or commission of appropriate jurisdiction, with respect to county highways or city or town streets, by and with the advice of the school board or superintendent of schools, are empowered to mark or cause to be marked by the department or local authorities crosswalks in front of each school building or school grounds abutting thereon where children shall be required to cross the highway or street.

B. Additional crossings across highways not abutting on school grounds may be approved by the department, or local authorities, upon application of school authorities, with written satisfactory assurance given the department or local authorities that guards will be maintained by the school district at the crossing to enforce the proper use of the crossing by the school children.

C. The sign manual shall provide for yellow marking of the school crossing, yellow marking of the center line of the roadway and the erection of portable signs indicating that vehicles must stop when persons are in the crossing. The manual shall also provide the type and wording of portable signs indicating that school is in session, and permanent signs providing warning of approach to school crossings.

D. When such crossings are established school authorities shall place within the highway the portable signs indicating that school is in session, placed not to exceed three hundred feet each side of the school crossings, and "Stop When Children In Crosswalk" signs at school crossings. School authorities shall maintain these signs when school is in session and shall cause them to be removed immediately thereafter.

E. No vehicle shall proceed at a speed to exceed fifteen miles per hour when approaching the crosswalk and while between the portable signs placed on the highway indicating "School In Session" and "Stop When Children In Crosswalk."

F. When the clause "School In Session" is used in this section, either referring to the period of time or to signs, it means during school hours or while children are going to or leaving school during opening or closing hours.

G. When the school authorities place and maintain the required portable "School In Session" signs and "Stop When Children In Crosswalk" signs, all vehicles shall come to a complete stop at the school crossing when the crosswalk is occupied by any person.

H. Notwithstanding any other provision of law to the contrary, a school crossing may be established on an unpaved highway or street adjacent to a school when the agency of appropriate jurisdiction determines the need for such school crossing on the basis of a traffic study. School crossings on unpaved highways and streets shall be marked by the use of signs as prescribed in the manual on uniform traffic control devices.

PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON ONE

"THE SAFEST ROUTE BETWEEN HOME AND SCHOOL"

OBJECTIVE ONE

The student shall walk the safest route between his home and the school.

KEY POINTS

1. The students need to walk the safest, most direct route from home to school and back.
2. Cooperation between home and school in choosing the safest route is very important.
3. Actual practice walking the safest route is the best safety precaution.

NOTE: This lesson is primarily for the first few days of school. We encourage you to plan "A Safe Walk To School" program for implementation prior to the beginning of school with your principal.

MATERIALS NEEDED

Prepare a "Safe Walk to School" program, and letters to parents. Arrange for participation by parents, students, crossing guards, etc. (Activities 2 and 3)

Contact your local Engineer's Office or Chamber of Commerce for a map of your school location. (Activity 4 and Assessment)

Make enough copies of "Going To and From School" and the returnable "map" for each student's parents. (Assessment)

Additional Resource Material

"Safest Route to School" Teacher's Guide, No. 3213, student pamphlet No. 3201, and *The Safest Way*, a 15-minute film telling how students discovered their safest routes to school, and other safety materials are available from:

Special Service Division
ARIZONA AUTOMOBILE ASSOCIATION
748 East McDowell Road
Phoenix, Arizona 85006
Tel: 602-252-7751

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Take the students for a field trip around the school area. On the field trip.

    a. show students the location of traffic helpers (crossing guards, policemen, traffic lights, *WALK DON'T WALK* lights, crosswalks).

    b. identify for students the names of buildings, streets, and other landmarks they can use as reference points when walking to and from school.

    c. have students practice crossing the street. (If this is too dangerous, use the simulated street corner in Lesson 4 for practice.)

2. A "Safe Walk to School" program should be set up. Letters should be sent to parents asking them to walk their children to school on a specified day, using the safest route possible. School crossing guards should be asked to work at that time and participate, along with parents and students, in a pedestrian safety discussion at the school.

3. A letter should be sent to parents requesting that they walk with their child to school and back until their child learns the safest route to and from school. The letter to parents might point out the areas around the school where it would be best for the students to cross streets (location of crossing guards, crosswalks, traffic lights, etc.). The letter should be signed by the School District Principal.

4 Provide maps for students to take home to their parents to help them lay out a safe route to and from school. Then have the students return the maps and select typical samples and discuss the routes with the students, pointing out the safety features and dangerous areas along the routes.

SUMMARY

Remind students that getting to and from school safely is their responsibility. They must use the best, most direct route to and from school.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the information sheet, "Going To and From School," and the returnable "map" to take home for parents to read. Have parents return the "map" indicating that they have walked to and from school with their child and that their child can, and will, walk the safest route to and from school. Complete the assessment checklist.

PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON ONE

"THE SAFEST ROUTE BETWEEN HOME AND SCHOOL"

INFORMATION SHEET

In this lesson, the teacher should make a constant effort to be aware of changes in the traffic situation around the school attendance area. If changes do occur, such as installation of a signal light, or increased traffic due to new residences, etc., the teacher should make a presentation to the students detailing these new changes and how the student should adjust to them to decrease the hazards.

GOING TO AND FROM SCHOOL

Please help your child to select and use the SAFEST route to and from school (or the bus stop). This will help him/her develop safe pedestrian habits and become aware of potential dangers. The safest route may not always be the shortest route.

The greatest number of traffic accidents involving children 14 and under occur from 2 pm to approximately 6 pm. The next most dangerous time is noon, and another during the morning hours when children are on their way to school.

Children must be taught to take responsibility for their own safety, and that adults are not always able to take care of the children's safety needs.

Please choose and walk the safest route with your child at least three times at the beginning of the school year. Here are some everyday concepts you can discuss with your child to help him/her understand safe practices for walking to and from school (or the bus stop).

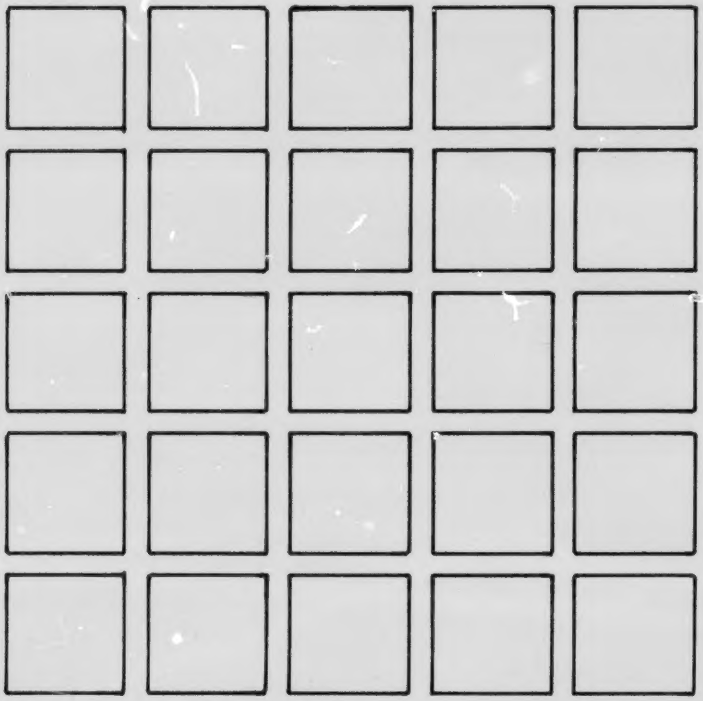
"THE SAFEST ROUTE TO SCHOOL"

1. Choose the route with the fewest busy streets to cross.
2. Go directly to and from school -- don't"horse around."
3. Cross only at corners and obey crossing guards. (Remember, you are on your own at unguarded corners.)
4. Look all ways before crossing streets.
5. Obey traffic signals.
6. Walk, don't run across streets. Allow yourself plenty of time.
7. Watch for turning cars.
8. Never step into the street from between parked cars.
9. Face traffic when walking on roads without sidewalks. Walk off the roadway.
10. Be extra careful on rainy days.

Please draw your child's approved route to school on the enclosed "map" and send it to school with your child. If the "map" is not adaptable to your neighborhood, draw a simple sketch of streets and intersections your child must cross, with crossing aids noted.

"THIS IS THE SAFE ROUTE I WILL WALK EVERY DAY"

NORTH



LEGEND

----- Selected Safe Route

× Home

• Stop Sign

⊙ Sign and Guard

⋮ Stop Light

☐ School (Or Bus Stop)

FILL IN THE APPROPRIATE BLANKS AND RETURN

I HAVE ENCLOSED AN APPROVED SAFE ROUTE FOR MY CHILD.

I HAVE WALKED THIS ROUTE WITH MY CHILD ________ TIMES.

CHILD'S NAME ____

GRADE ______________

TEACHER __________________________________

DATE ____________________

SIGNATURE OF PARENT OR GUARDIAN ______________________

LESSON TWO

"THIS IS A PEDESTRIAN"

OBJECTIVE TWO

Given pictures of pedestrians and non-pedestrians, the student will identify pictures of pedestrians.

KEY POINTS

A pedestrian is anyone who is *standing, walking* or *running on the sidewalk or in the street.* (NOTE: Make sure students know what the word *SIDEWALK* means. A sidewalk is a paved area designated for the movement of pedestrians.)

MATERIALS NEEDED

The pictures of pedestrians and non-pedestrians accompanying this lesson (plus additional pictures from magazines and other sources, of pedestrians and non-pedestrians, if you desire).

Old magazines and scissors (paste and paper optional). (Activity 4)

Enough copies of the assessment exercise accompanying this lesson for each student.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show the students each of the pictures accompanying this lesson (plus any additional pictures you collected). Ask the students to tell whether or not each picture has a pedestrian in it.

2. Ask the students questions such as the following:

"When your Daddy is driving his car, is he a pedestrian?" (No) "Why?"

"When you are pulling a wagon on the sidewalk, are you a pedestrian?" (Yes. On sidewalk)

"When you are walking in your bedroom, are you a pedestrian?" (No)

"When you are walking to school, are you a pedestrian?" (Yes)

"When you are playing by your house and go on the sidewalk, are you a pedestrian?" (Yes)

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Activity 2 may be expanded. The teacher writes the questions on slips of paper and puts them into a box. (Students may add questions.) Students choose slips to answer from box, and teacher reads each.

4. Have the students go through old magazines and cut out pictures of pedestrians. Walk through the class and see if the students understand what a pedestrian is. Children might also draw pictures of sidewalks and streets on which to paste the pictures of pedestrians.

5. Have students draw pictures of pedestrians and then tell what each is doing that makes him a pedestrian.

SUMMARY

Remind the students that a pedestrian is anyone who is *STANDING*, *WALKING* or *RUNNING* on the *SIDEWALK* or in the *STREET*.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise and instruct the students to draw a circle around each picture of a pedestrian. Collect the exercises and complete an assessment checklist so that you can identify, and give aid to, those students who need further instruction.

LESSON TWO

"THIS IS A PEDESTRIAN"

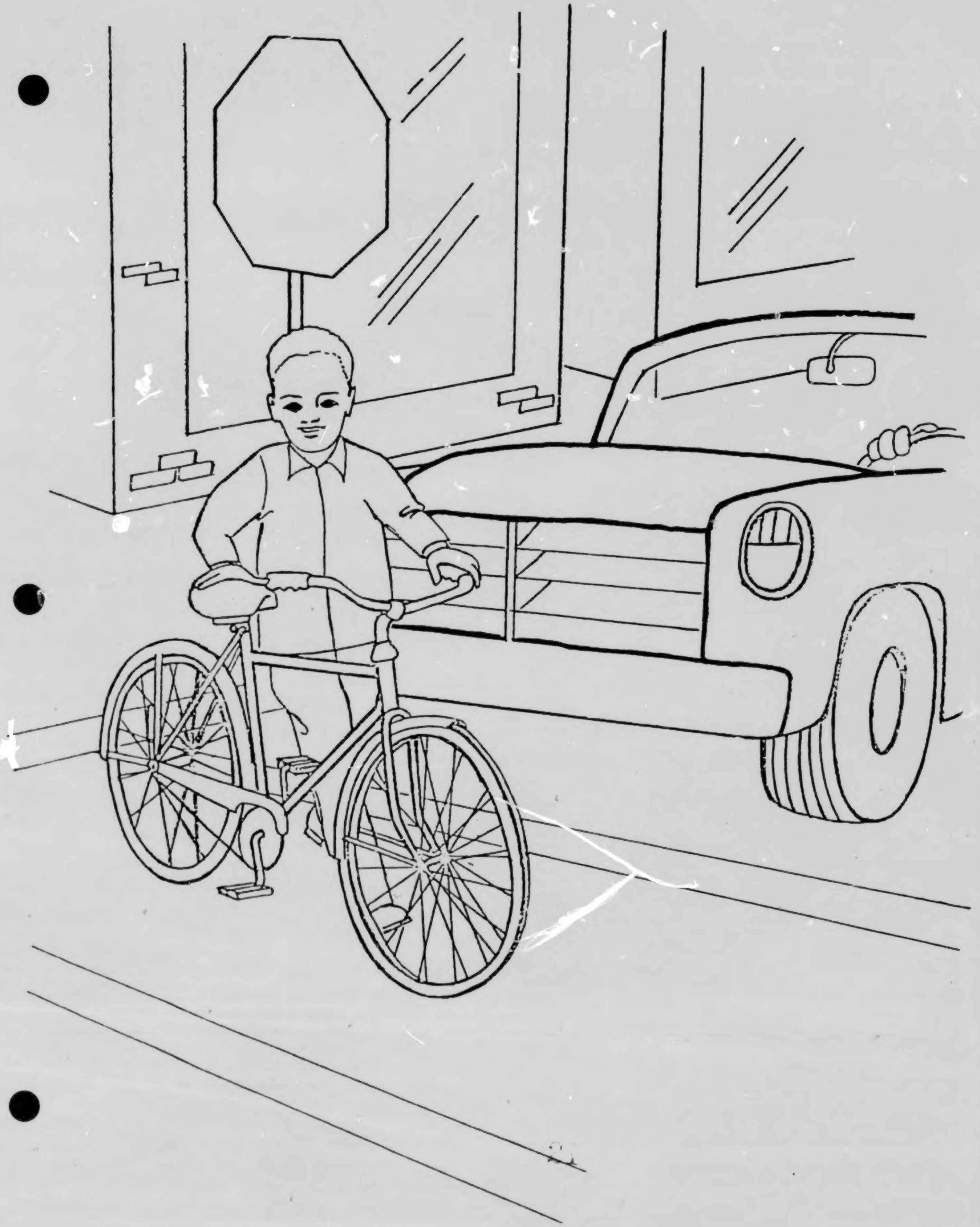
INFORMATION SHEET

It is extremely important that we instill in our children a basic understanding of the total traffic system and how they, as highway users, must fit in for the system to function safely. The following concepts support the basic goal of this lesson:

1. When a child is in traffic as a pedestrian, he is a highway user.

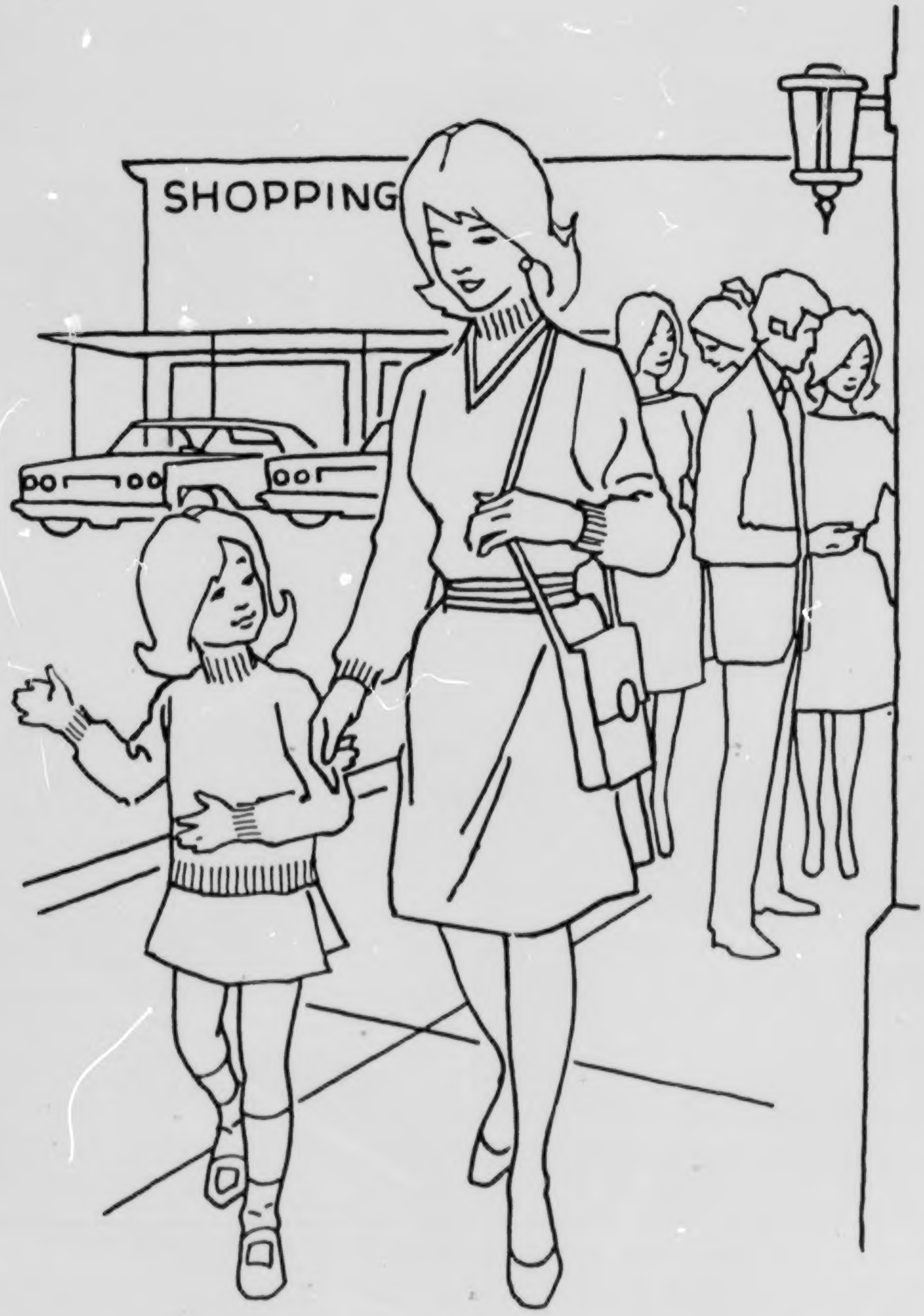
2. As a highway user, regardless of his age, the environment in which he operates demands that he respond predictably and make adult-type judgments and decisions.

3. Most people–teachers, parents *and children*– may not realize that experience in traffic is usually the earliest time in a child's life he is expected to act and respond like an adult. And, usually, there is no time in a child's life when his judgment and decisions are more critical and involve more hazards.



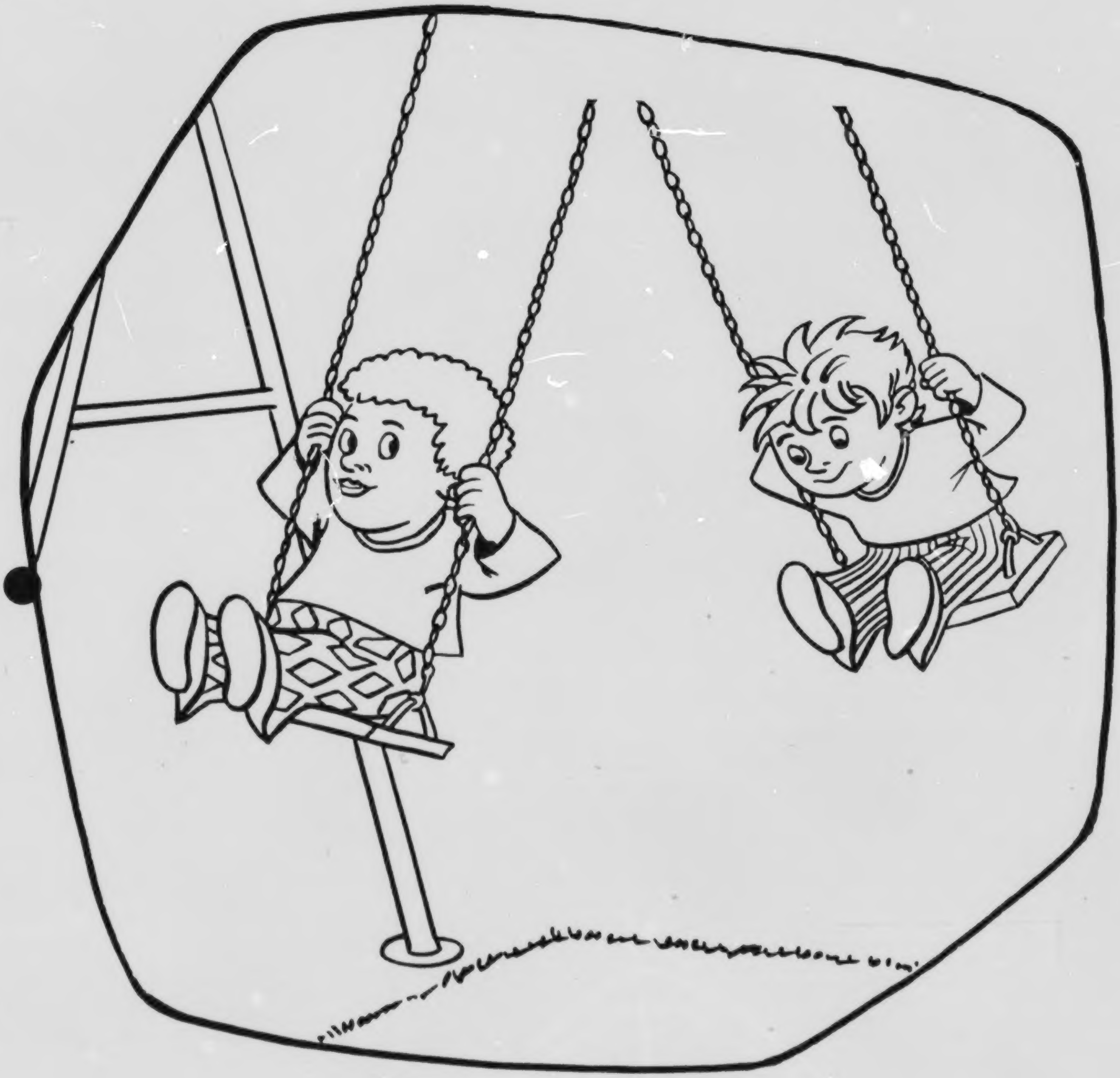
PICTURE ONE - LESSON TWO

YES. The BOY walking his bicycle across the street IS a PEDESTRIAN because he is WALKING on the STREET.


SHOPPING

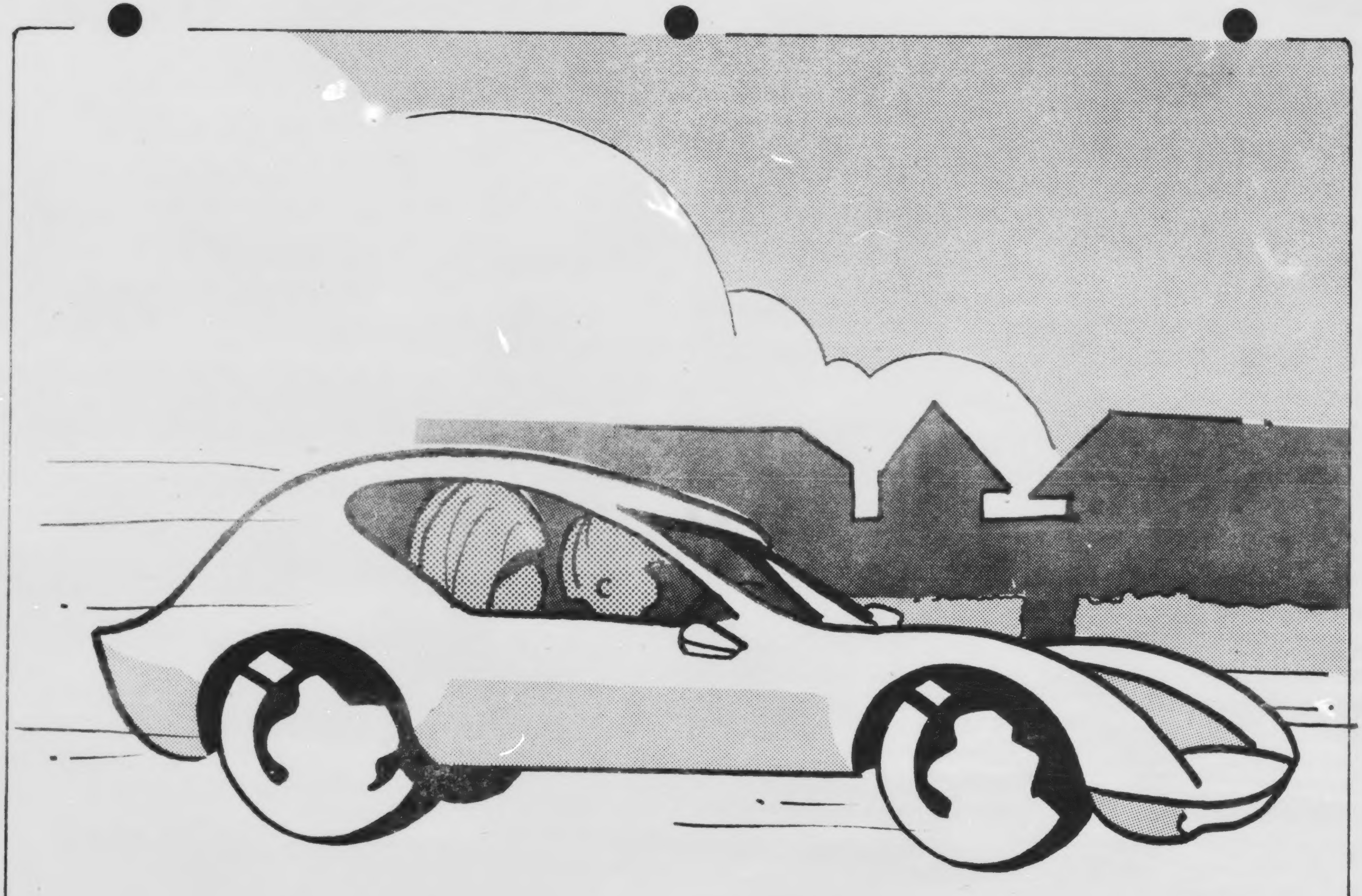
PICTURE TWO - LESSON TWO

YES. PEDESTRIANS, The WOMAN, CHILD, and other PEOPLE are PEDESTRIANS because they are WALKING OR STANDING on the SIDEWALK.



PICTURE THREE - LESSON TWO

NO PEDESTRIAN. The two boys are NOT on the sidewalk or street. Therefore they are NOT pedestrians.

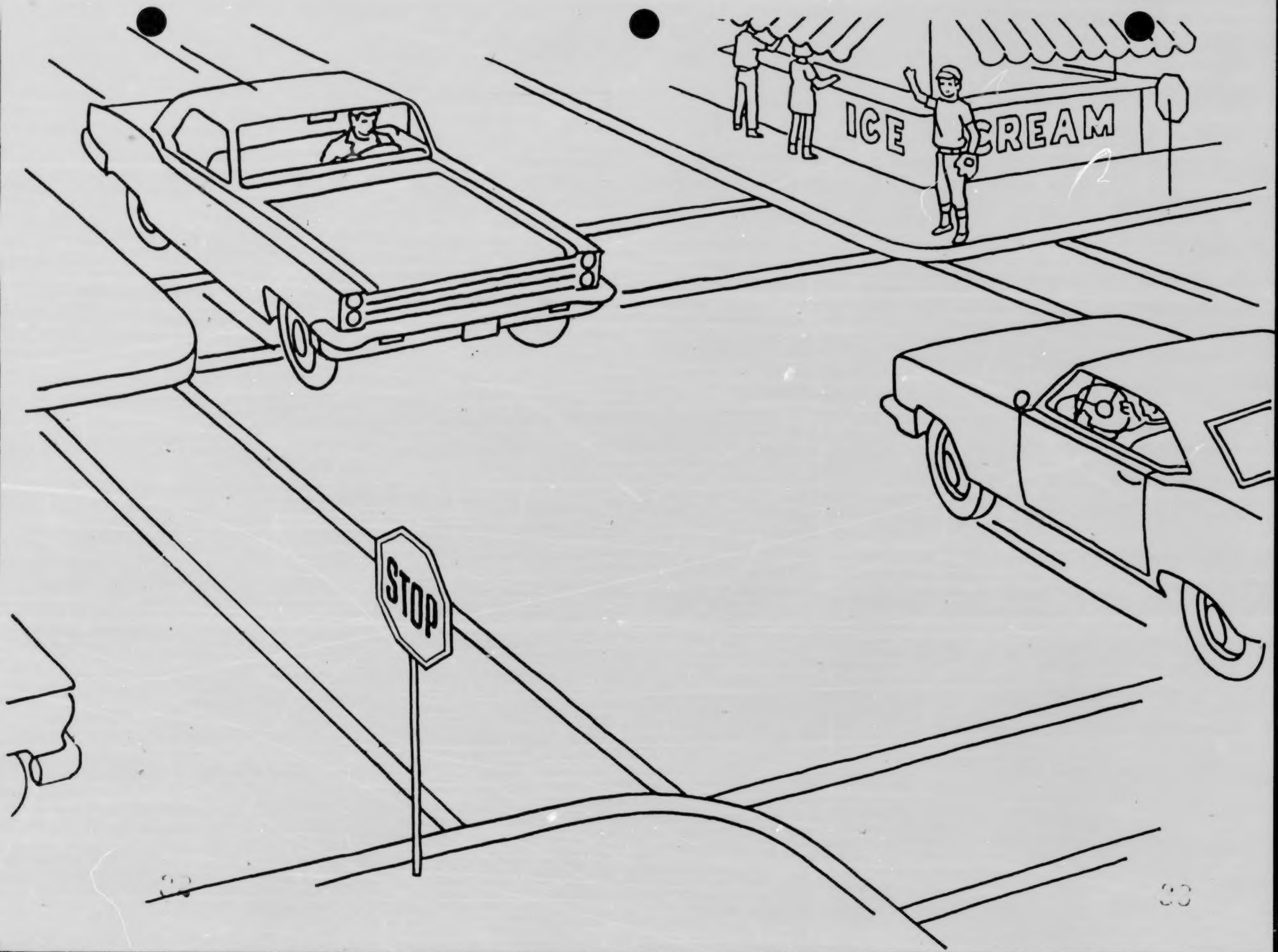


PICTURE FOUR - LESSON TWO

NO PEDESTRIAN. The people in the car are NOT walking, standing, or running on the street or sidewalk. Therefore they are not pedestrians.

PICTURE FIVE - LESSON TWO

NO PEDESTRIAN. The girl is "driving" her bike. She is not walking or standing on the sidewalk or street. Therefore she is NOT a pedestrian.


ICE CREAM
STOP

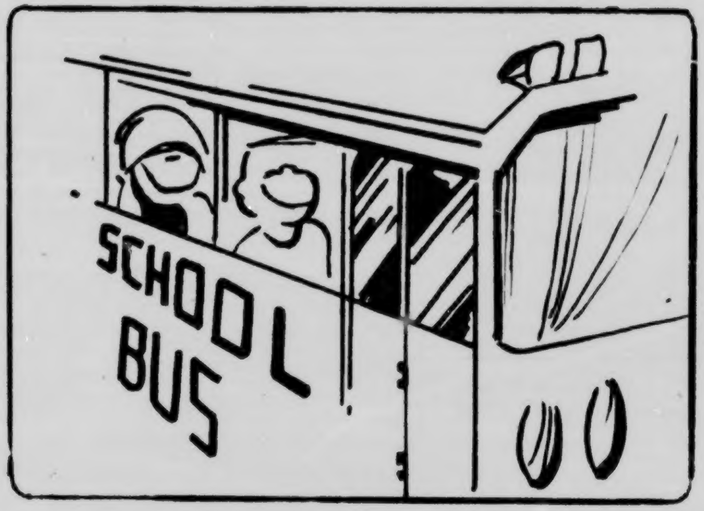
PICTURE SIX - LESSON TWO

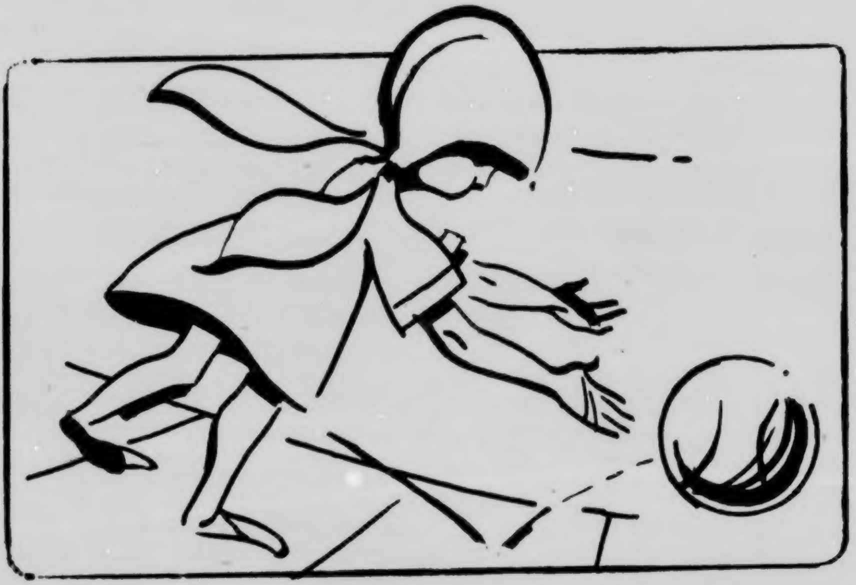
YES. The PEOPLE ON THE SIDEWALK are PEDESTRIANS because they are STANDING on the SIDEWALK.

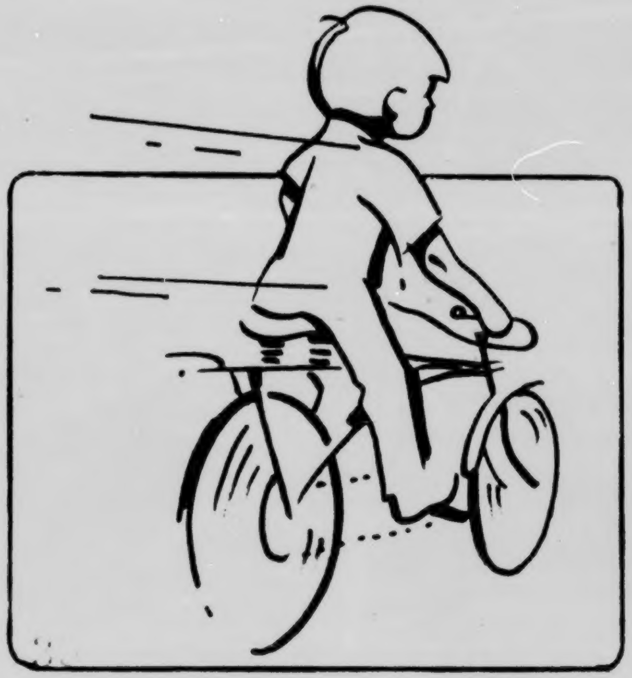
PD-KI-2

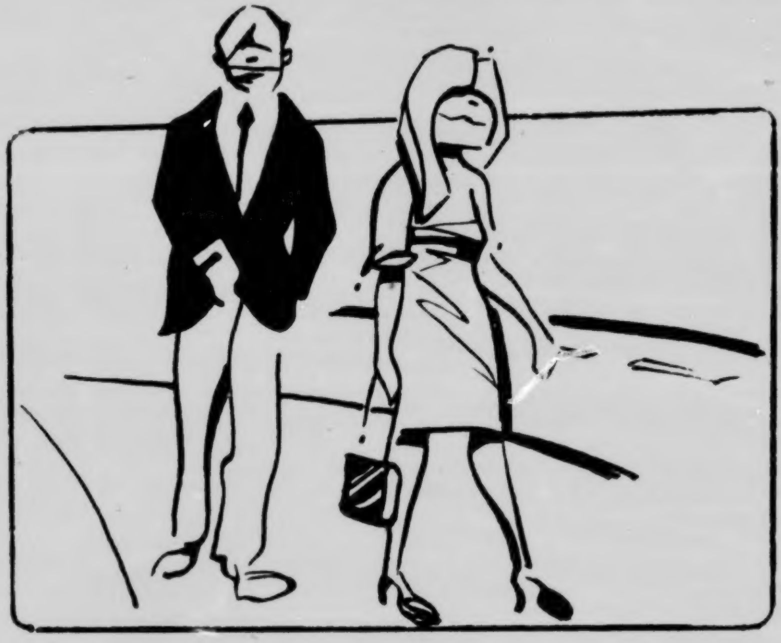
ASSESSMENT

NAME ______________________________









LESSON TWO - ASSESSMENT

Students should circle the pictures of the girl bouncing the ball and the man and woman walking on the sidewalk as they are PEDESTRIANS.

The bus and riders and the boy on a bicycle are not pedestrians as they are not walking, standing or running on the sidewalk or street.

PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON THREE

"THIS IS TRAFFIC"

OBJECTIVE THREE

Given pictures of traffic and non-traffic, the student will identify pictures of traffic.

KEY POINTS

Traffic is any vehicle, pedestrian or animal that is moving, or *might be moving* on the sidewalk or street.

MATERIALS NEEDED

The pictures accompanying this lesson (plus additional pictures of traffic and non-traffic from other sources, if you desire). (Activity 1)

Old magazines and scissors (paste and paper optional). (Activity 3)

Five (5) feet of butcher paper (approximately 36" wide), crayons, construction paper, scissors, thumb tacks or pins. (Activity 4)

Make copies of the pictures of traffic for students to color. (Activity 6)

Make ditto copies of "Don't Play In The Street" for each student to color with crayons. (Activity 7)

Enough copies of the assessment exercise accompanying this lesson for each student.

Additional Resource Material

AAA poster No. 6

AAA film "I'm No Fool As A Pedestrian" (10 minutes) featuring Jimminy Cricket.

Free From:
Special Service Department
ARIZONA AUTOMOBILE ASSOCIATION
748 East McDowell Road
Phoenix, Arizona 85006
Tel: 602-252-7751

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show the students each of the pictures accompanying this unit (plus any additional pictures you collected). Ask the students to tell whether or not the picture shows an example of traffic. *Be sure to point out that pedestrians are a part of the traffic.*

2. Have children take turns acting out types of traffic. Other students guess what they are—a bus, firetruck, car, motorcycle, bike, walker, etc.

3. Have the students go through old magazines and cut out pictures of traffic. Walk through the class and see if the students understand what traffic is. (Students can also paste the pictures of cars, people, etc., on paper and add details.)

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Make a toy town map. (To tack on bulletin board.) The teacher cuts about 5 feet of 36" butcher paper for this, and then draws a road (4" to 5" wide) with at least one intersection. One group of students may draw non-moving things—school, houses, driveways, traffic signs, etc.—on paper, while another group cuts out moving things—cars, trucks, people, buses, etc.—from construction paper. (The teacher then tacks this "town" on the bulletin board. The students pin their cutouts on the board.) Some may tell a story. Then ask the students which things are a part of traffic, and why.

5. Take students outside to view traffic. This may be done on the way to lunch or recess.

6. Give students copies of the pictures of traffic to color and make a traffic book.

7. Give each student a copy of "Don't Play In The Street" to color. Ask students to tell a story about the little girl, and what could happen. Have them take their colored pictures home and tell their parents why children should not play in the street.

SUMMARY

Remind the students that traffic is anything that is moving, or might be moving, on the sidewalk or in the street.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise and instruct the students to draw an "X" on the picture which does not have traffic in it. Students may then color the exercises. The teacher can move around the room completing the checklist and giving aid, if needed. Or you may collect the exercises and complete the assessment checklist so that you can identify, and give aid to, the students who need further instruction.

PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON THREE

"THIS IS TRAFFIC"

INFORMATION SHEET

The emphasis in this lesson is basically to help the student realize what traffic is and what interaction exists when they are a part of that traffic.

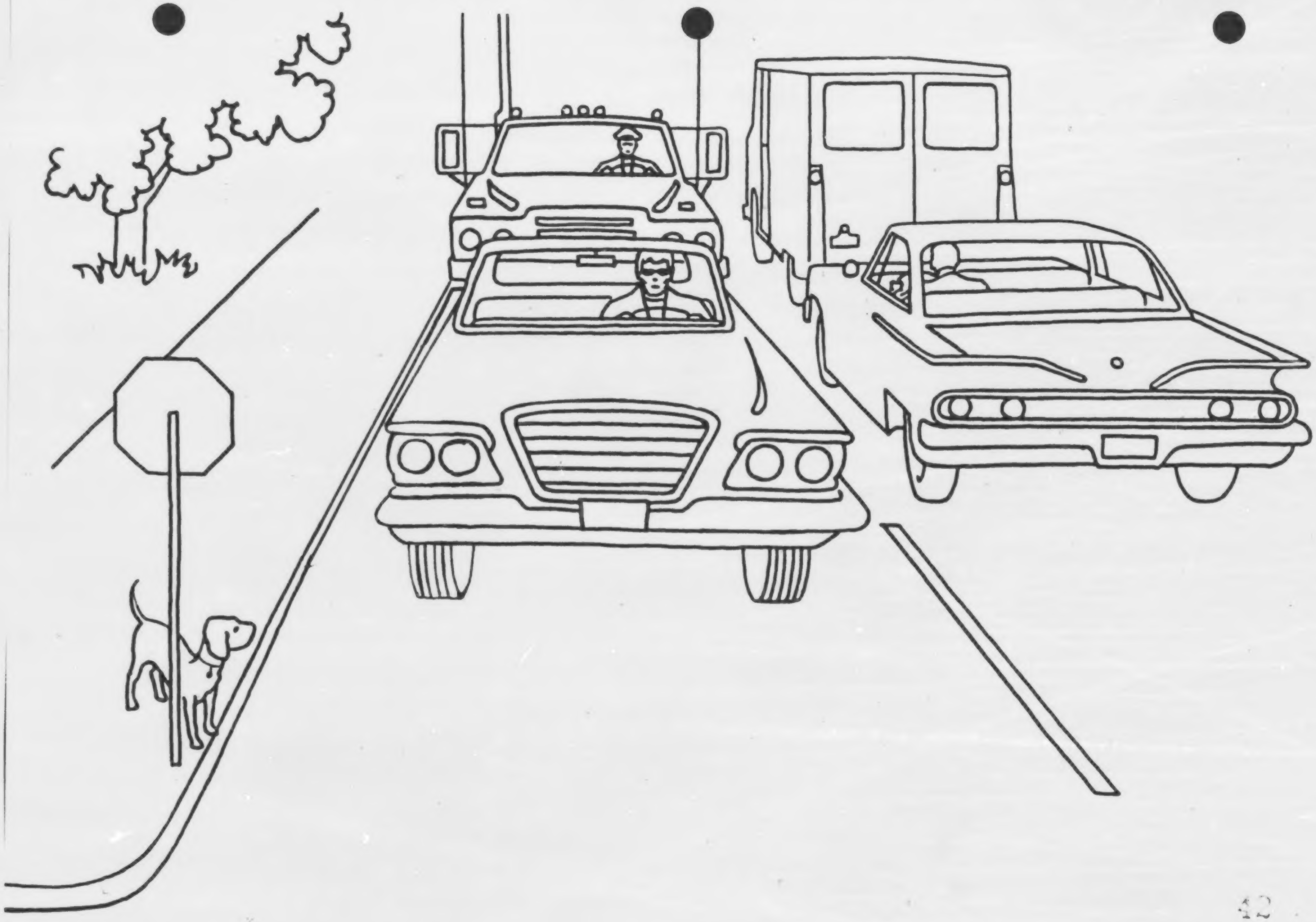
The following concepts should be the basis for this lesson:

1. Traffic is anything that is moving, *or might* be moving, on the sidewalk or in the street.

2. With the exception of animals, domestic and wild, everything else in traffic is operated by people. Therefore, a student's interaction, as a pedestrian, with a car coming down the street, is not interaction with the machine (car) but, more important, with the driver (another person).

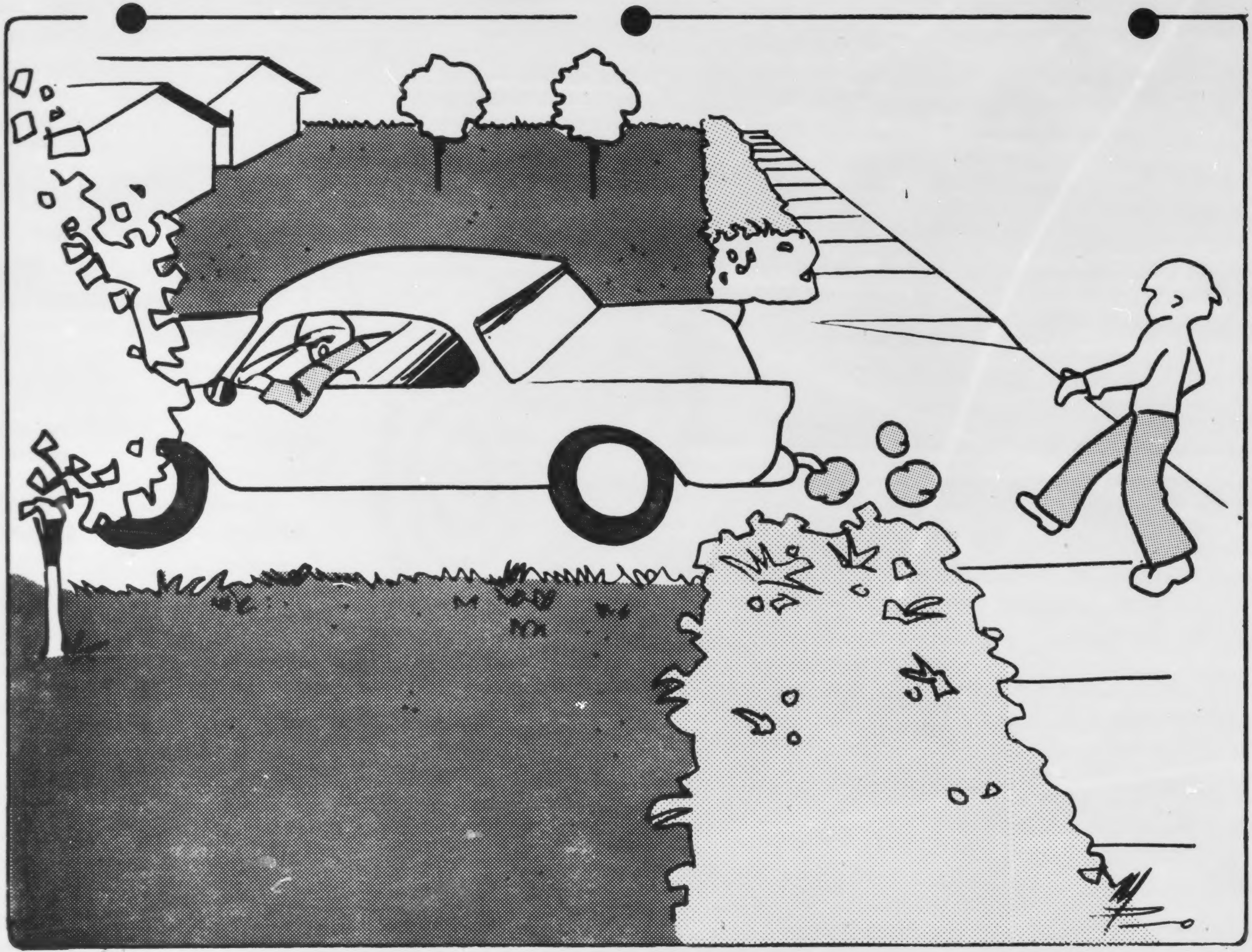
   Example: We don't look at the car to see if it sees us; we look at the driver in the car. We don't look at the bicycle or motorcycle to see if it sees us; we look at the driver.

3. While this concept is basic to most adults, young students may just be looking at the machine assuming it will never make a mistake; but when they realize that machine is operated by a person who might make a mistake, they may be more cautious and responsive to the other "Traffic" in their environment.



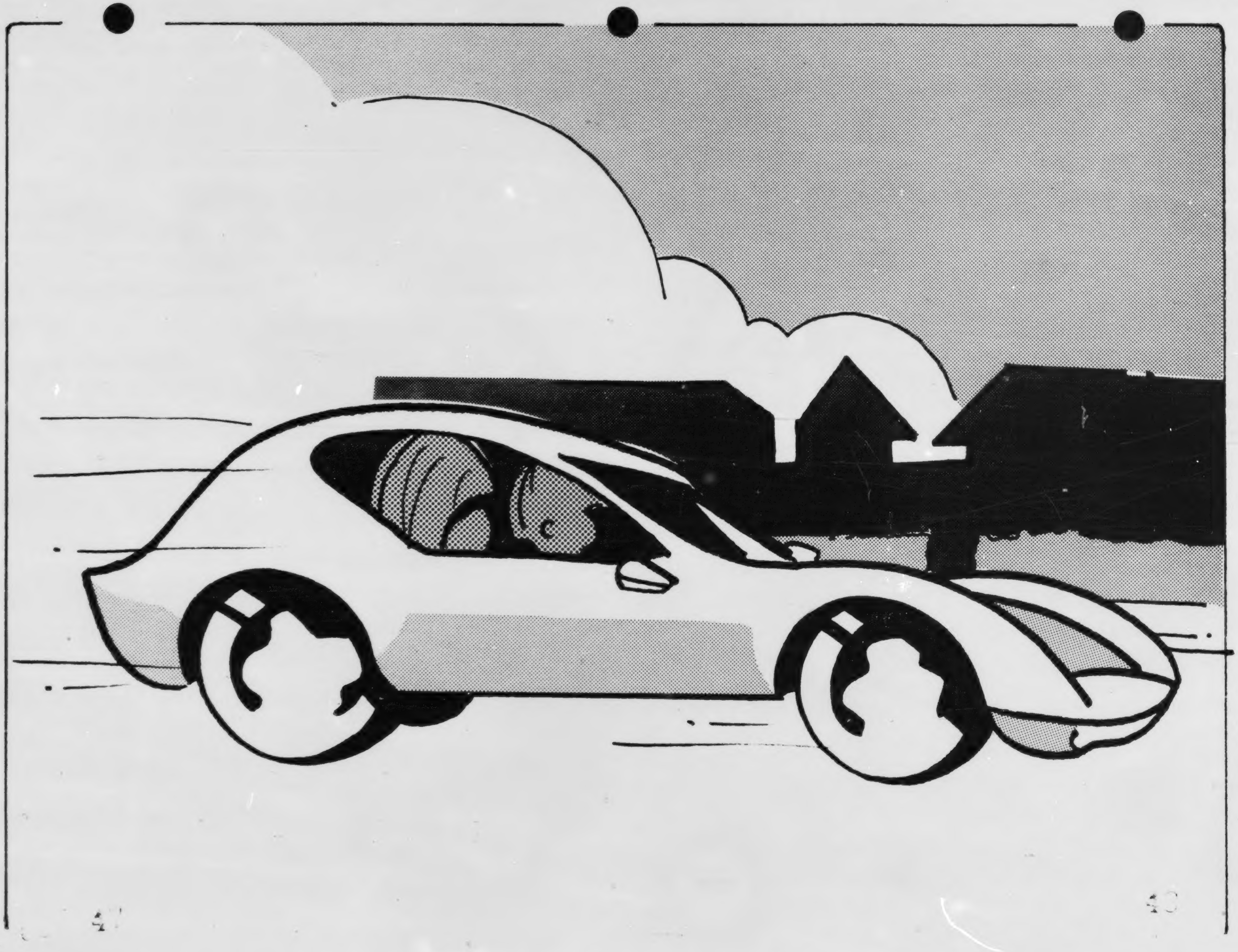
PICTURE ONE - LESSON THREE

The CARS, TRUCKS, and DOG are all EXAMPLES of TRAFFIC because they are MOVING on the STREET and SIDEWALK.



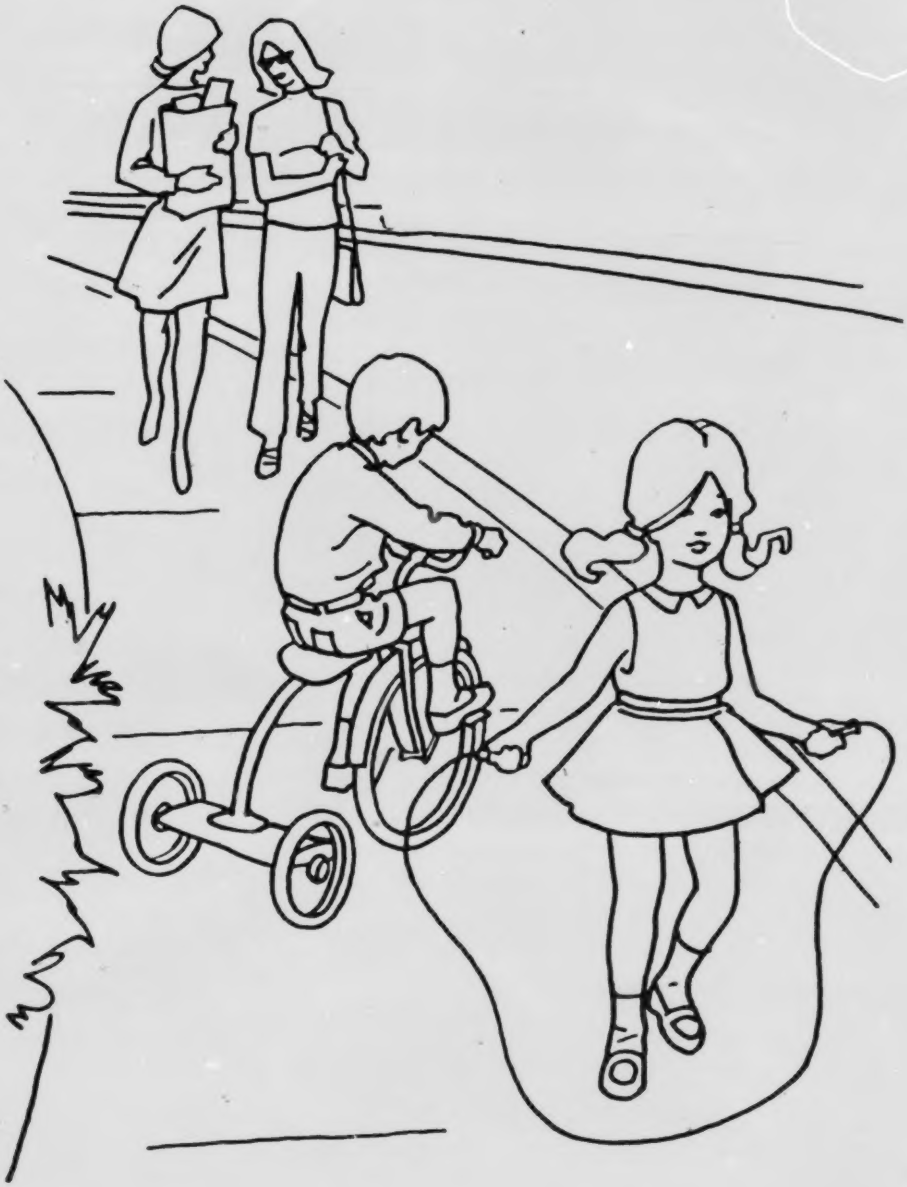
PICTURE TWO - LESSON THREE

The CAR BACKING OUT of the driveway and the BOY WALKING on the sidewalk are EXAMPLES OF TRAFFIC.



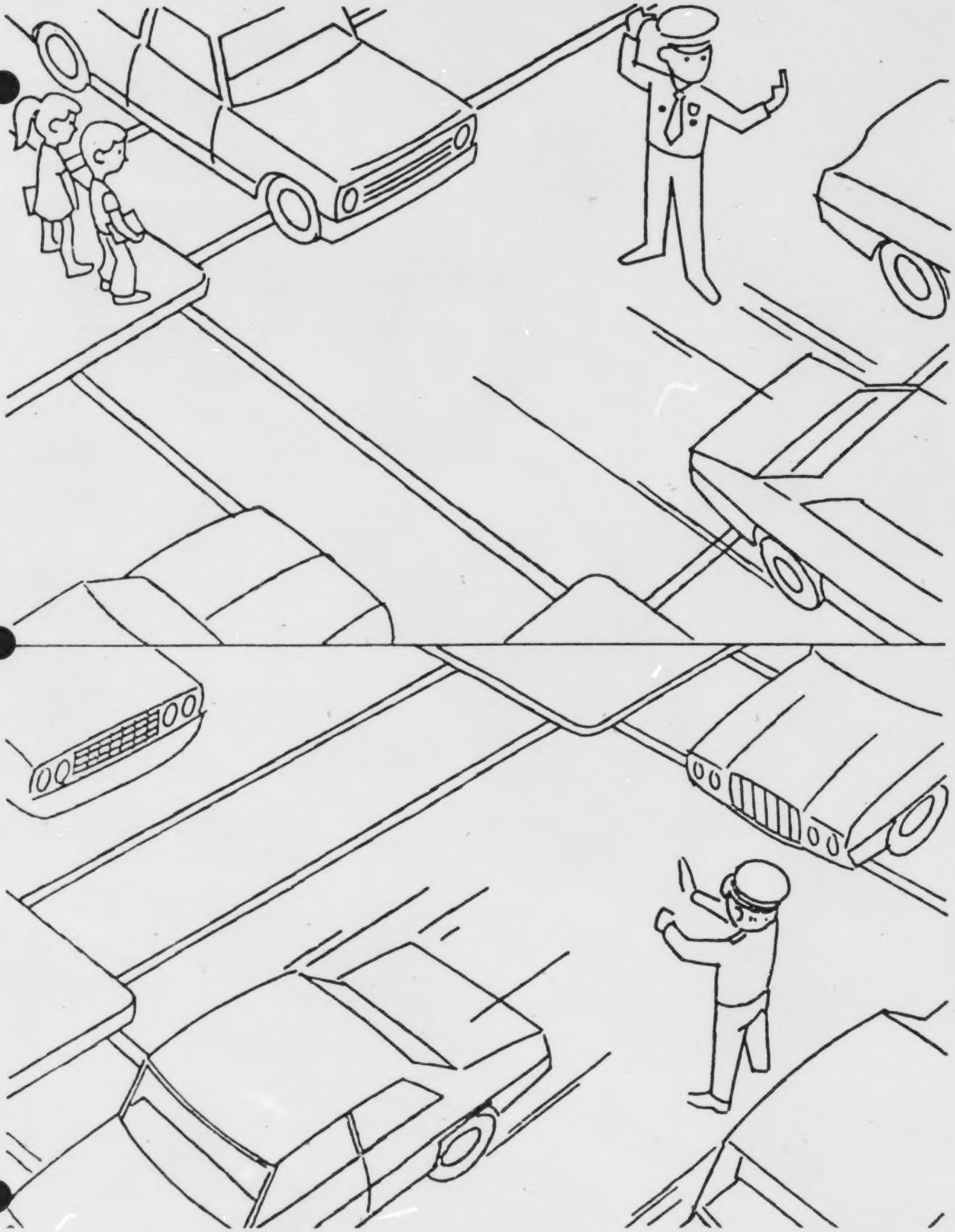
PICTURE THREE - LESSON THREE

The CAR with two passengers is an EXAMPLE of TRAFFIC.



PICTURE FOUR - LESSON THREE

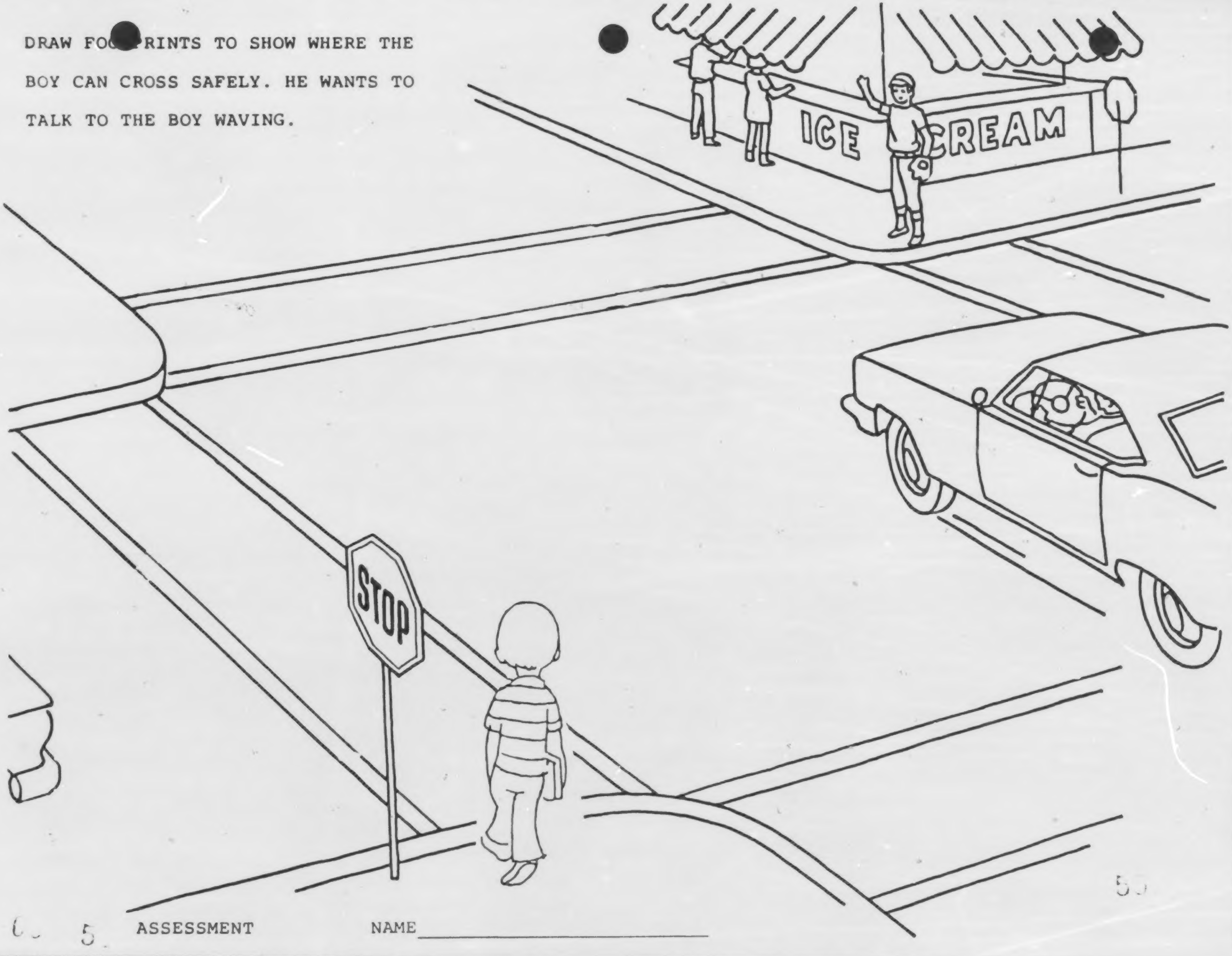
The TWO WOMEN, the BOY on the tricycle, and the GIRL jumping rope are MOVING on the SIDEWALK. Therefore they are EXAMPLES of TRAFFIC.



PICTURE FIVE - LESSON THREE

The CHILDREN at the corner, the CARS in the road, and the POLICEMAN are all EXAMPLES of TRAFFIC.

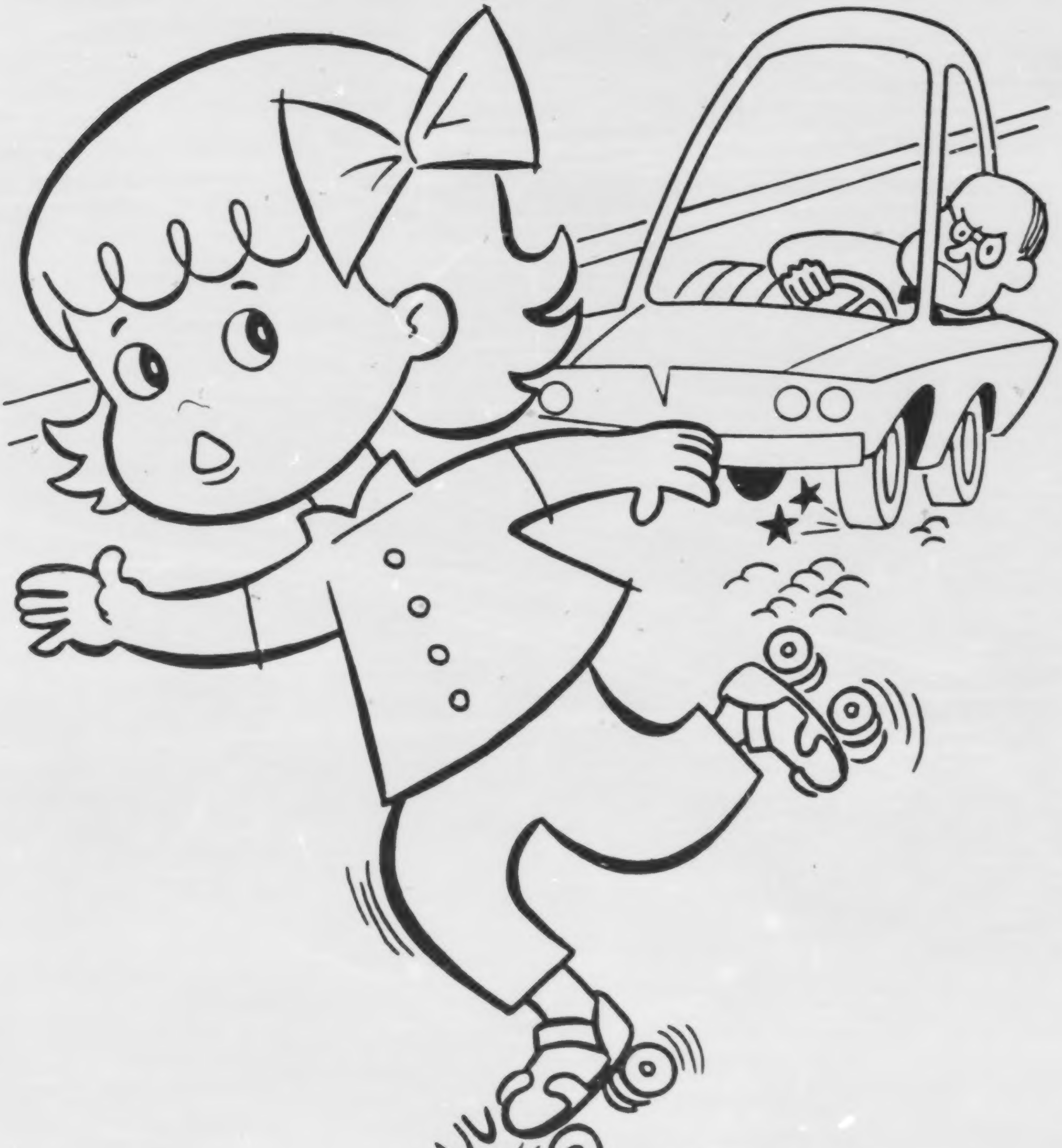
DRAW FOOTPRINTS TO SHOW WHERE THE
BOY CAN CROSS SAFELY. HE WANTS TO
TALK TO THE BOY WAVING.


ICE CREAM
STOP

NAME________________________________

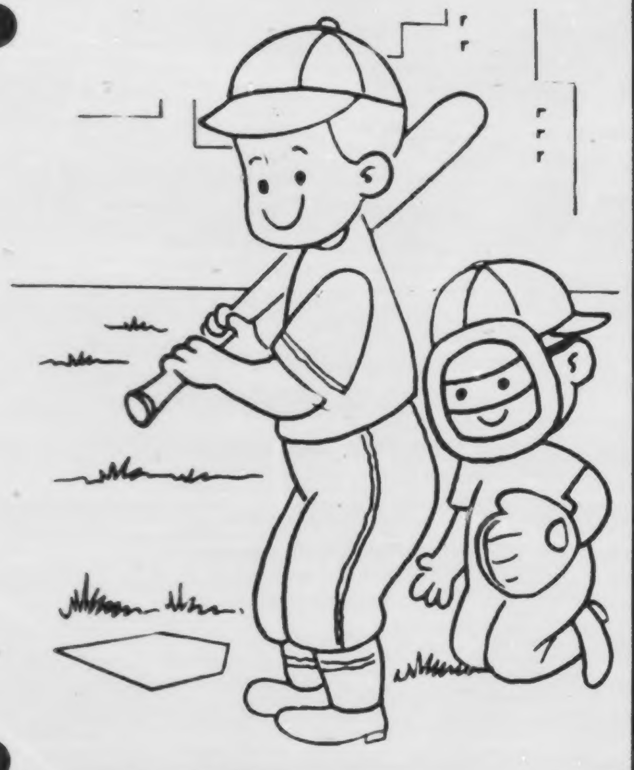
DITTO

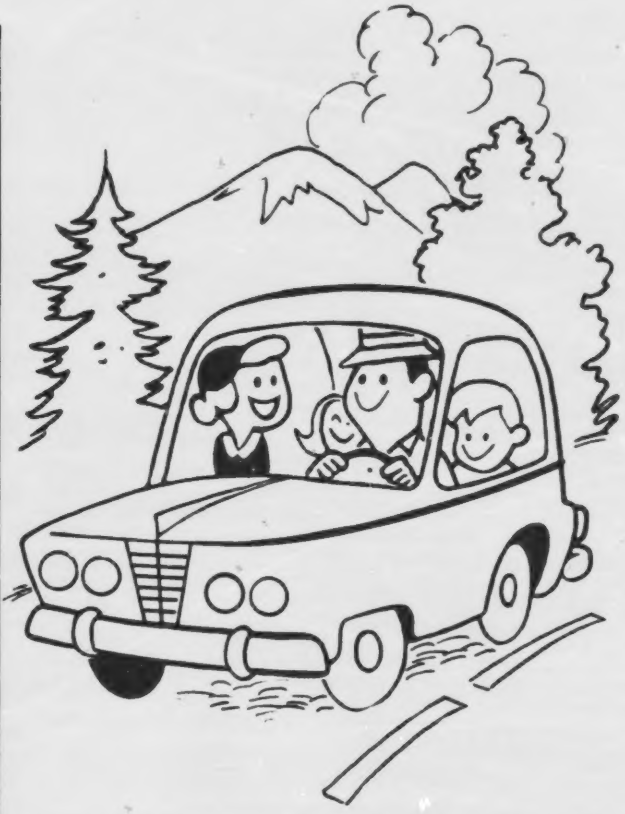
DON'T play in the street!

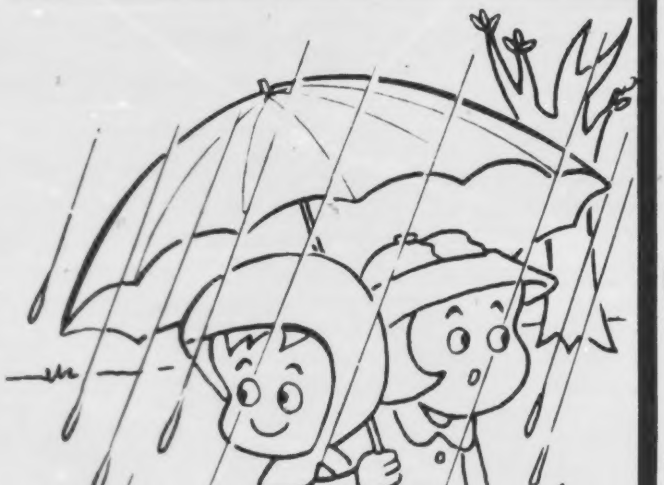


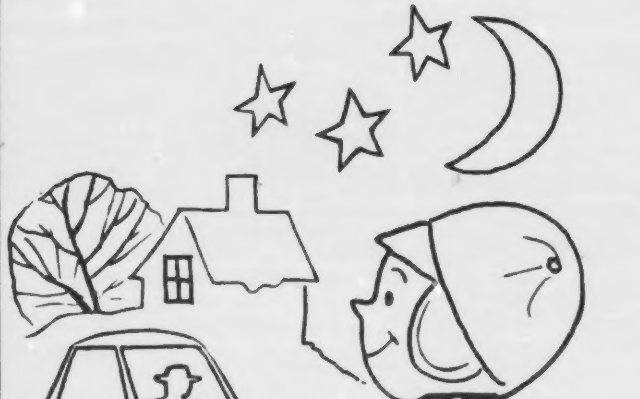
ASSESSMENT

NAME________________________









PLACE AN "X" ON THE PICTURE
THAT DOES NOT HAVE TRAFFIC IN IT

PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON FOUR

"CROSSING AT THE CORNER"

OBJECTIVE FOUR

Given a picture showing a street, a corner, and two children on opposite sides, the student will identify the corner as the proper place to cross the street.

KEY POINTS

1. When students want to cross the street, they should always do so at corners, and never in the middle of the block. (NOTE: Make sure students know what the terms "corner" and "middle" and "block" mean.)

2. The reasons people should always cross *at corners* are:

    a. There are usually signs or lights at the corners which help pedestrians cross the street.

    b. Drivers do *not* expect pedestrians to cross in the middle of the block. Drivers expect pedestrians to cross at corners and will be more careful there.

MATERIALS NEEDED

The pictures and story accompanying this lesson (plus additional pictures you may have collected from magazines and other sources).

Masking tape (or chalk) for setting up a simulated street corner in your classroom. (Directions included with lesson.)

The street corner should include crosswalks that are either drawn with chalk or laid out with white tape. The street corner should resemble the one shown. The dimensions provided are suggested. However, select those dimensions that best suit your situation. (The simulated street corner will be used in conjunction with many of the lessons that follow.)

Additional Resource Material

AAA posters No. 1 and No. 10.

AAA films: "Otto The Auto," Series A. Three five-minute animated cartoons on safety rules.

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ARIZONA STATE DEPARTMENT OF EDUCATION
Driver & Safety Education Division
1535 West Jefferson
Phoenix, Arizona 85007
Tel: 602-271-5568

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show the students the page with three pictures accompanying this lesson. Point to the top picture and ask the students if the boy is crossing at a safe place. Point to the middle picture and ask the students where the girl can safely cross the street so that she can be with her friend. (You may have a student trace the path with his finger.) Point to the third picture and ask the students where the boy can safely cross the street so he can get to his friend's house (the house across the street).

2. Show the students the other pictures accompanying this lesson. Ask the students to state whether or not the pedestrian in each picture is crossing the street at the proper place.

3. Using your simulated street corner, different situations can be set up. For example: The children may visit each other. Some children can be houses. The teacher might play the part of a car, stopping for a pedestrian crossing the street or a stop sign, slowing down at intersection, etc.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Read the story "A Boy and His Ball" accompanying this lesson. Show the picture. Have students complete the story, after stressing that drivers do not expect children to be in the street. Ask decision time questions.

5. Take the students outside and have them observe the difference in speed between a car at mid-block and a car approaching a corner. Point out that drivers slow down when they approach street corners.

6. Teach the students this rhyme.

A smart little tyke
Was little Jack Horner.
He never went to cross the street,
Except at the corner.

SUMMARY

Ask the students:

"Where should we cross the street?"

"Why is it best to cross the street there?"

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise and instruct them to draw footprints where they should cross the street in the proper place. Collect the exercises, complete the assessment checklist, and give help where needed.

PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON FOUR

"CROSSING AT THE CORNER"

INFORMATION SHEET

The emphasis in this lesson is to teach the young children that the safest place to cross a street is at the corner.

The proper crossing procedures will be covered in a later lesson. Following are some basic reasons young children should be taught to cross only at the corners:

1. This is where other people using the highway expect pedestrians to be crossing the street.
2. This is where traffic control devices such as lines, signals, signs, etc., are placed to help pedestrians cross.
3. Most vehicle traffic is in the process of slowing down or stopping as it is approaching a corner or intersection.

   This means lower speeds are involved which does two things:

   a. Allows a greater margin for error in judgment on the part of the young pedestrian highway user.

   b. Provides more time for the vehicle operator, who is also generally more alert while approaching an intersection, to see and react to the various situations that may exist.

   NOTE: This lesson is not meant to teach the student how to cross a street but why the young student should choose to cross at the corner.

4. Any time one highway user's path is in conflict with another highway user's path there must exist three conditions to maintain safety.

   a. There must be eye-to-eye contact.

   b. There must be a mutual understanding of the right-of-way law that prevails for that condition.

   c. There must be a willingness of the pedestrian, who is most vulnerable, to yield regardless of right-of-way if safety is questionable.

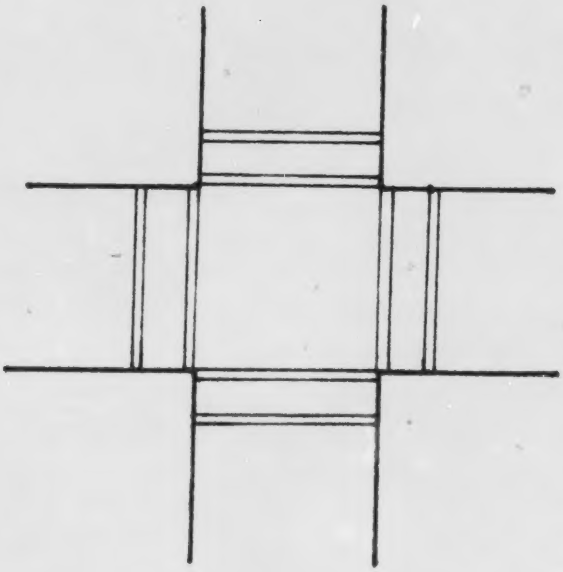
DIRECTIONS FOR SETTING UP A SIMULATED STREET CORNER

Masking tape or chalk can be used for setting up a simulated street corner in your classroom. (The gym or playground may also be used if there is insufficient classroom space.)

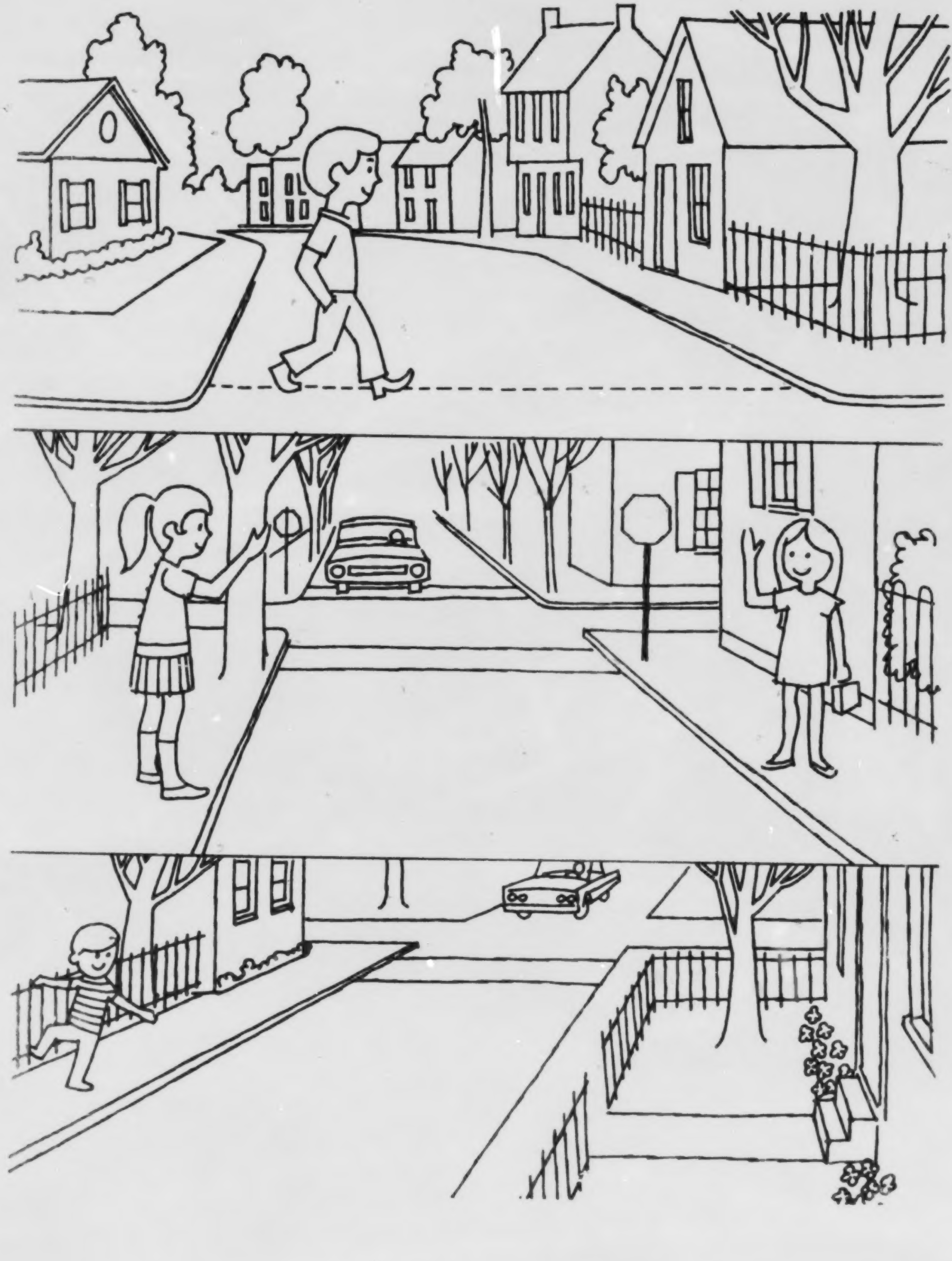
The street corner should include crosswalks that are either drawn with chalk or laid out with white tape. The street corner should resemble the one shown below. The dimensions provided are suggested. However, select those dimensions that best suit your situation.

Suggested dimensions: (approximate)

Street width – 12′ (3.5 m)
Crosswalk width – 3′ (1 m)



NOTE: *This simulation is highly recommended,* as demonstration of ability is preferable to description.



PICTURE ONE - LESSON FOUR

(top picture)

Is the little boy crossing the street in a safe place? YES. Why is this a safe place to cross the street? Discuss KEY POINTS.

(middle picture)

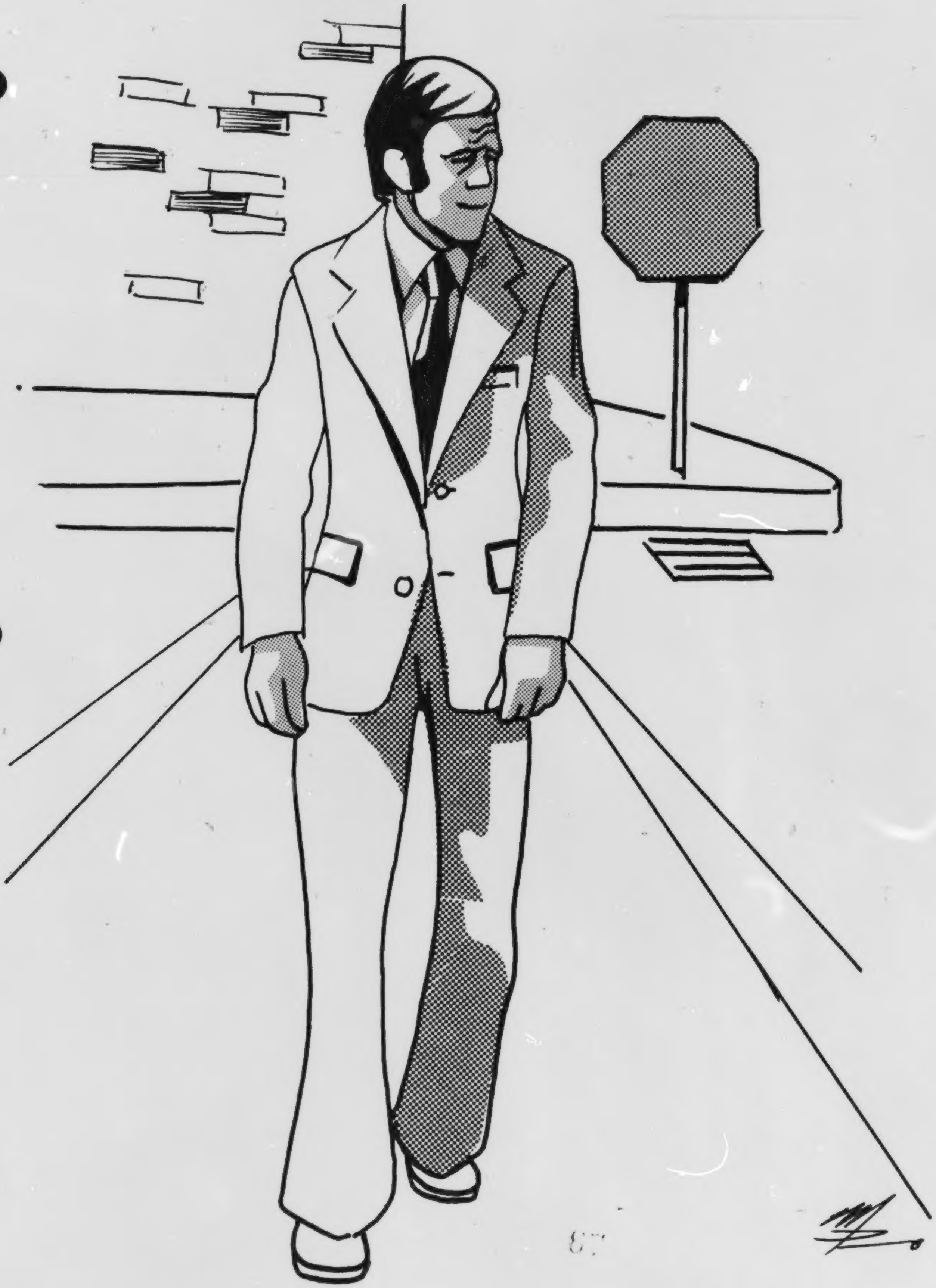
Where can Janey safely cross the street so she can be with her friend? (Have a student trace the best path with his forefinger.)

(bottom picture)

Where can Joey safely cross the street to get to his friend's house? (the house across the street.)

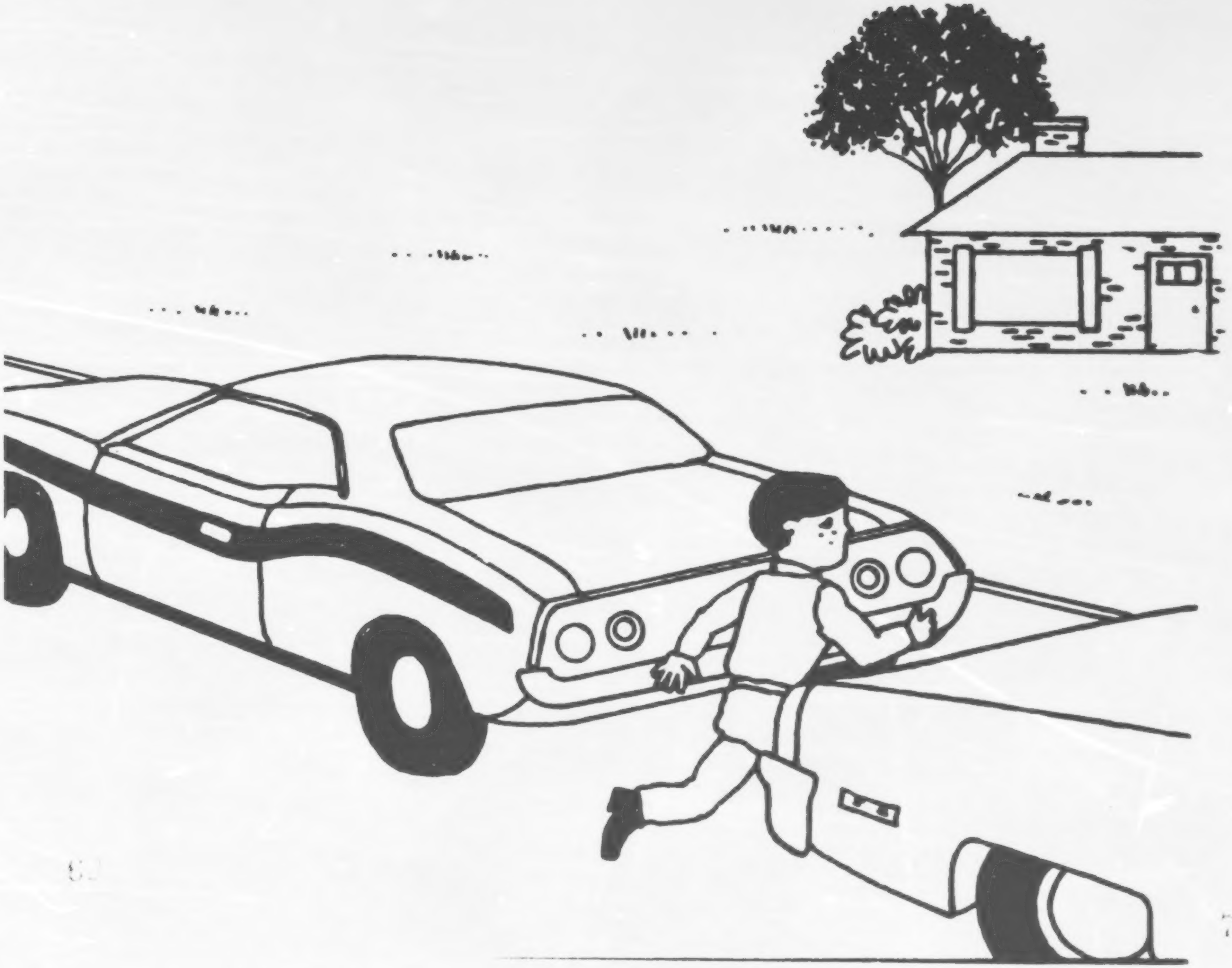
PICTURE TWO - LESSON FOUR

YES. The pedestrian is crossing the street in a safe place because he is crossing at the CORNER using the CROSSWALK.



PICTURE THREE - LESSON FOUR

YES. The pedestrian is crossing the street in a safe place because he is crossing at the CORNER and using the CROSSWALK.

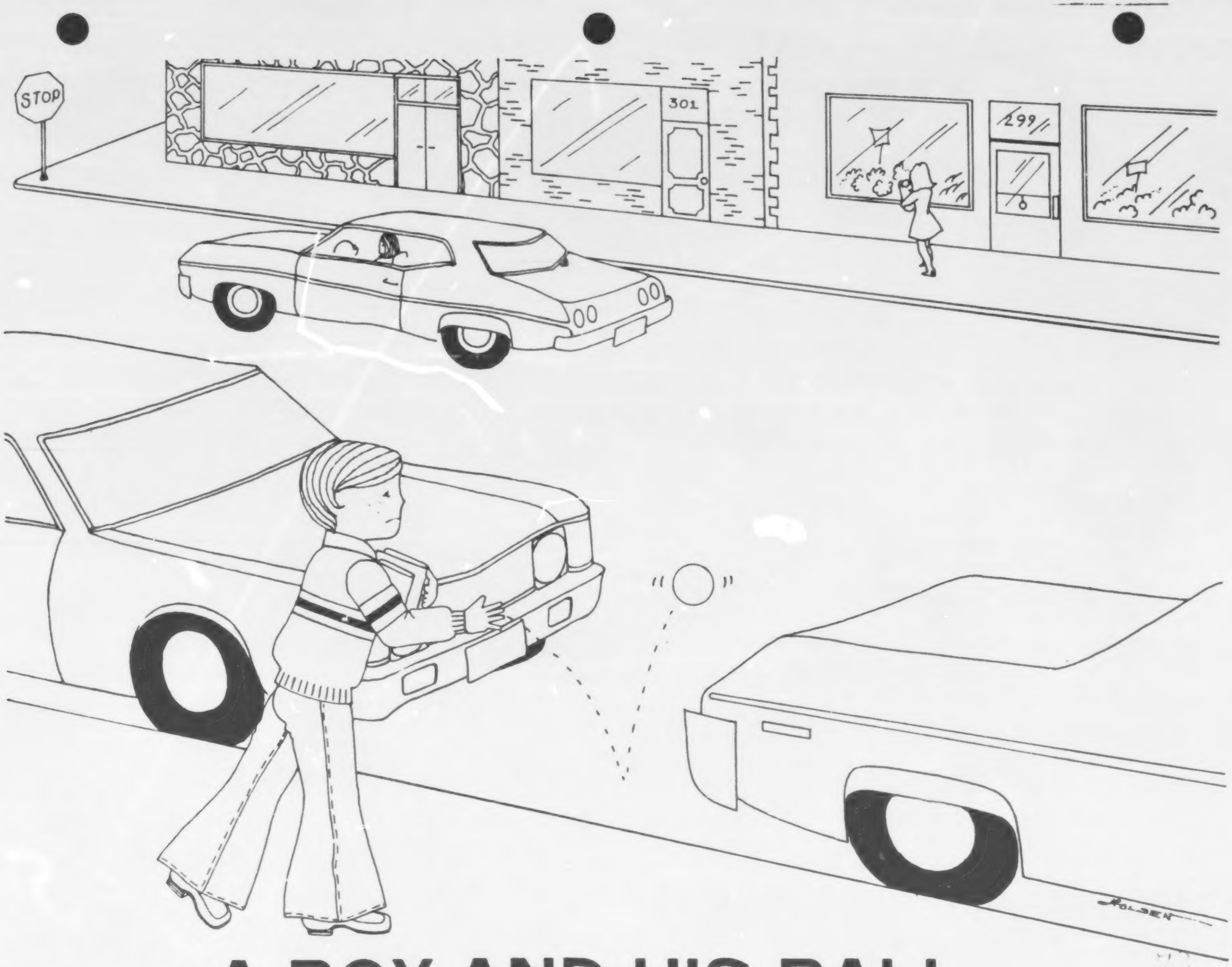


PICTURE FOUR - LESSON FOUR

NO. The pedestrian is NOT crossing the street at the proper place.

He is NOT crossing at the corner.

And he is RUNNING between PARKED CARS.


STOP
301
299
OLSEN

43

A BOY AND HIS BALL

A BOY AND HIS BALL

Michael walked down the street, books under his left arm, ball in his right hand. He tried very carefully to bounce the ball on each sidewalk line he crossed. The ball was pink and round, and smelled brand new. Michael's father had brought it home the night before and Michael either held or bounced it almost since he got out of bed.

He concentrated hard on trying to hit the lines, taking careful aim and then, allowing the ball to drop. Sometimes be would bounce it sharply, other times he would drop it deliverately, as if he were looking through a bombsite at a target.

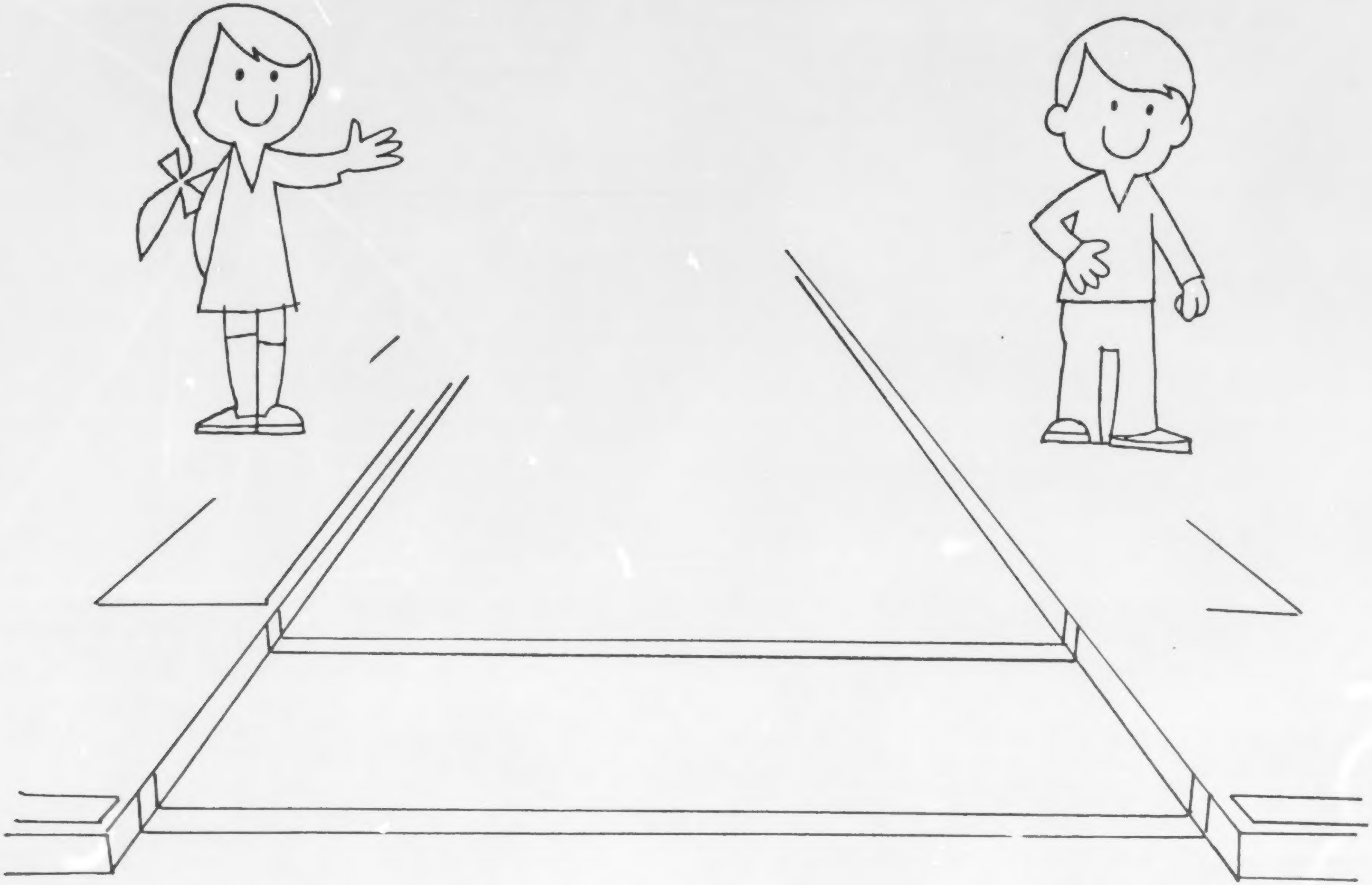
Michael walked up Nichols Road, then turned down Midwood Avenue on his way to school. He had left early that morning, so he was in no hurry to get to school. He seemed quite content to go on bouncing his pink spalding.

He walked past the zipper factory with all its cars parked parallel to the curb. Each space was taken. He bounced the ball against the wall a few times, and, as he did it again, the ball hit a crack in the wall and bounded away from Michael. He reached for it, but missed. The ball bounced toward the curb, then into the street between two parked cars. Michael watched as the ball rolled into the middle of the street. Then, he went into action.

IT'S DECISION TIME

1. What do you think Michael did? Why?
2. What could have happened to Michael?
3. How would you have reacted?
4. What rules should we follow in a situation like this?
5. How can we help other children in this situation?

ASSESSMENT NAME ______________________



DRAW YOUR FOOTPRINTS GOING ACROSS THE STREET WHERE YOU SHOULD WALK SAFELY.

LESSON FIVE

"BEFORE WE CROSS THE STREET"

OBJECTIVE FIVE

When asked, the student will describe (or demonstrate) the proper actions to take before crossing the street.

KEY POINTS

Before the students cross the street they should:

a. Stand on the sidewalk, at least two feet from the curb.

b. Look both ways (left and right) to make sure no cars are coming.

c. Look for turning cars. Car blinkers (signals) sometimes indicate that a car may be turning toward them.

d. Make sure drivers approaching the corner or waiting to turn, look at them (if the driver has not looked at the student, the student cannot be sure the driver will stop).

MATERIALS NEEDED

Make one copy of the page of three pictures accompanying this lesson for each student. (Activities 2 and 5)

Crayons. (Activity 5)

Make one copy of the "Do stop, stand back from the curb, look for cars" picture for each student to color. (Activity 6)

The music and lyrics accompanying this lesson. (Activity 7)

Simulated street corner—masking tape or chalk. (See Lesson 4 for directions.) (Activity 3)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Teach the students the poem, "Before I Cross the Street."

Before I Cross the Street

I always look both ways
before I cross the street,
And then watch out for turning cars
before I move my feet.

2. Give each student a copy of the page with three pictures accompanying this lesson.

   Discussion leads:

   Here we see Ann, Bill, and their puppy, Jeep.
   Where are they? What do you think happened?
   Why do you think Ann is holding on to Billy?
   What is coming in the street?
   Is Billy being careful? Why not?
   What would you do it you were Billy?
   What should you do before you cross the street?

   Study the two lower pictures and circle the picture showing the safe thing for Ann and Billy to do. (See Activity 5)

3. Use your simulated street corner (See Lesson 4) and have students practice the actions they would take before crossing the street. Be sure the key points are taught.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Take the students to an actual street corner. Have the students, either as individuals or as a group, stand on sidewalk at the corner and look at a driver's eyes as he approaches the corner. Each student should raise his hand when the driver looks at the student. Remind the students that *if a driver has not looked at the pedestrian, the pedestrian cannot be sure the driver will stop.*

   Make particular effort to point out the cars that are turning right or left across the crosswalk you are observing.

5. Students can color the pictures from this lesson. They can also take them home and explain to their parents what Billy should do before crossing the street.

6. Give each student a copy of "Do stop, stand back from the curb, look for cars" to color. Discuss why these are good safety rules.

7. Teach the students the song, "Stop, Look and Listen." (The song accompanying this lesson.)

SUMMARY

Remind the students that before they cross the street they should:

a. look both ways (left and right) to make sure no cars are coming.

b. look for turning cars.

c. make sure drivers, approaching the corner or waiting to turn, look at them.

ASSESSMENT PROCEDURE (OPTIONAL)

Ask each student to describe (or demonstrate, if you have a simulated street corner) what he would do before he crosses the street. If time becomes a problem for assessment, you may desire to sample your class to determine how well your students achieved the objective. If so, select a random sample of eight to ten students to take the assessment exercise. For this lesson, select numbers 21, 2, 6, 20, 32, 4, 13, 18, 23, 9, and 8 from your attendance list (in order given) until you have enough students. Complete the assessment checklist (in "Using This Program"), and give help where needed.

PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON FIVE

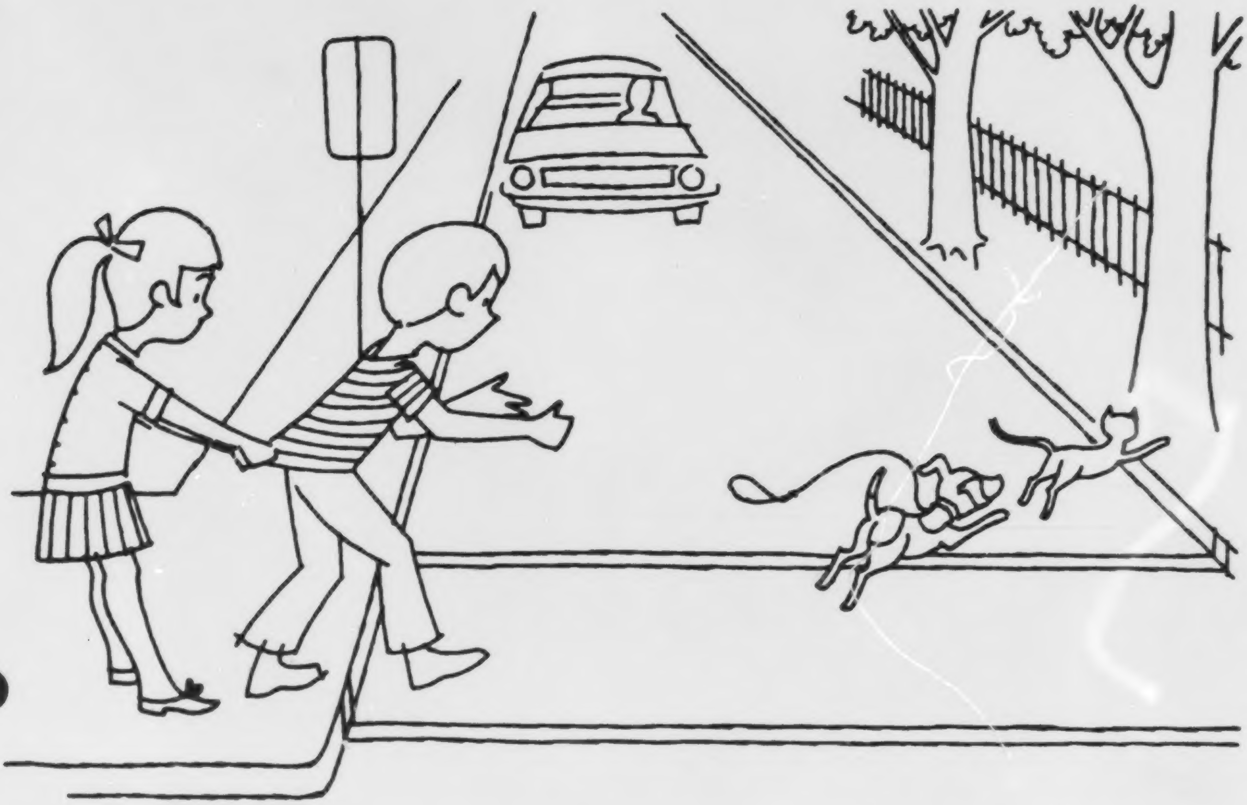
"BEFORE WE CROSS THE STREET"

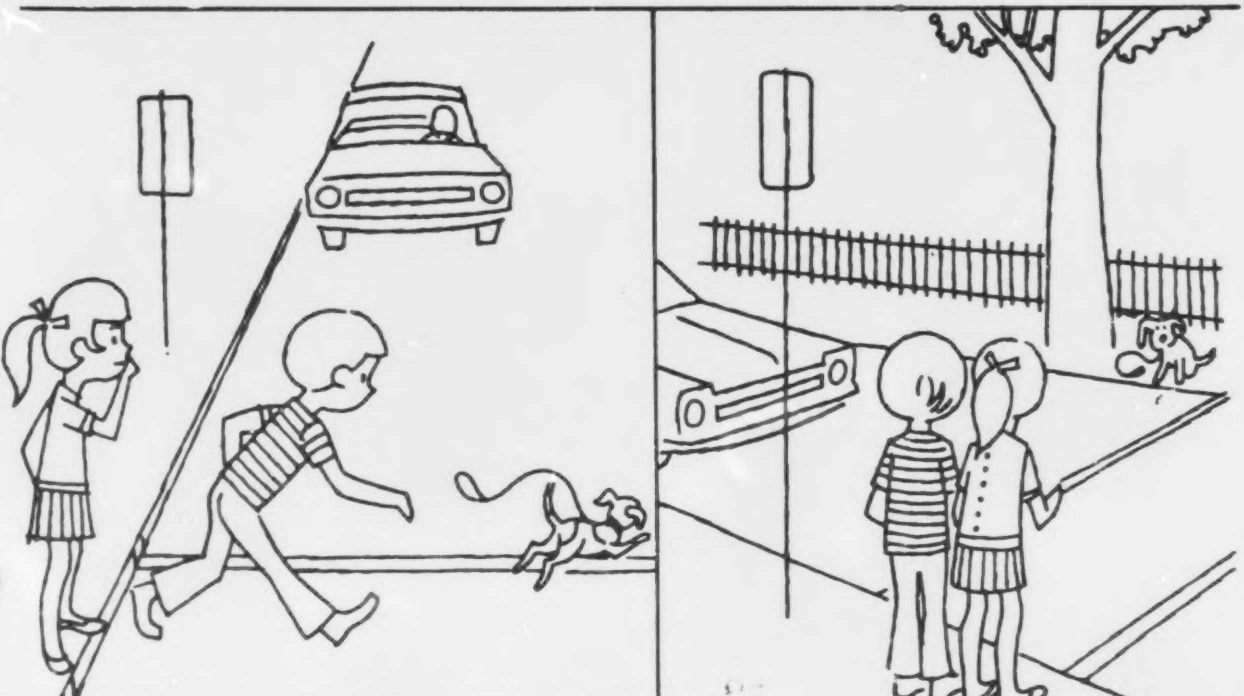
INFORMATION SHEET

The goal of this lesson is to teach the student how to prepare to cross the street, with the primary emphasis on teaching the importance of eye-to-eye contact with other highway users.

1. To cross the street at an intersection (or corner), there are four directions to be concerned with:
    a. The two directions of traffic that proceed straight through the intersection at a 90-degree angle across your crosswalk.
        (1) If the intersection is controlled by a traffic light or stop signal for that direction, the concern is only until you are sure they are going to stop.
        (2) If there are no traffic control devices, then your concern is judging time and distance to find a gap in traffic, or create one safely.
    b. The two directions of traffic that approach the intersection parallel to your line of travel but are intending to make a right turn across your crosswalk or a left turn across your crosswalk.

        This traffic is the most hazardous to the pedestrian because it is moving while the pedestrian is moving. Their anticipated paths are in conflict with that of the pedestrian and may also be in conflict with other traffic.





ACTIVITY TWO - LESSON FIVE

Give each student a copy of this page

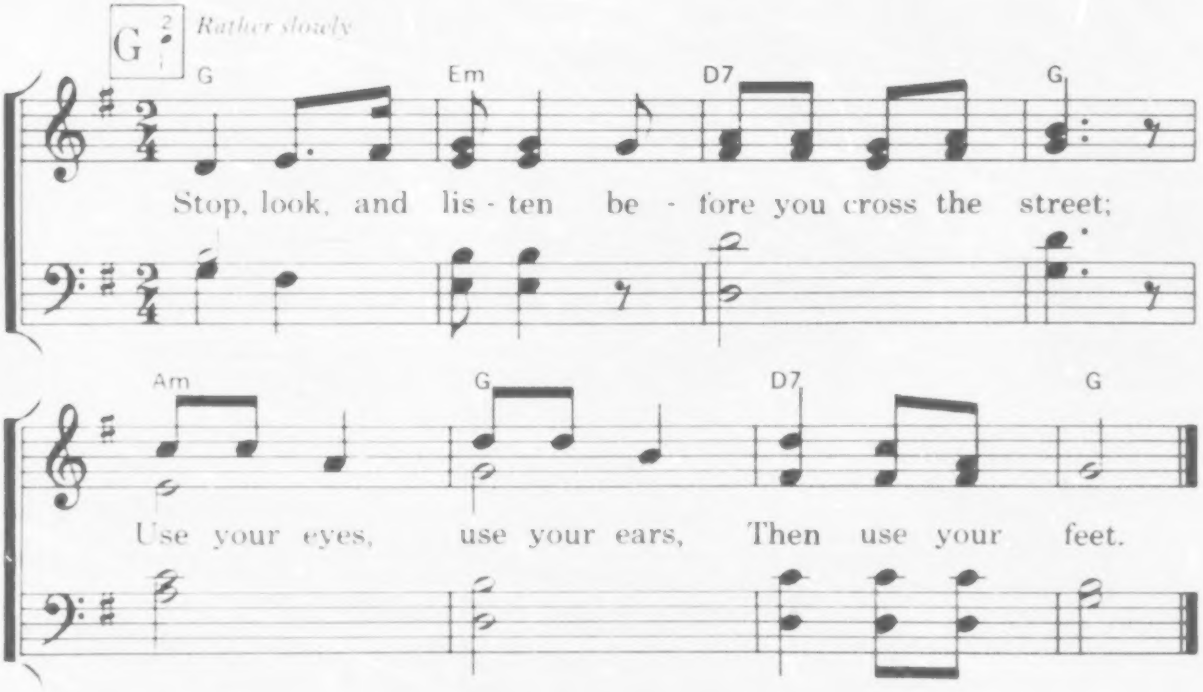
Discussion leads:

> Here we see Ann, Billy, and their puppy Jeep.
>
> Where are they? What do you think happened?
>
> Why do you think that Ann is holding on to Billy?
>
> What is coming in the street?
>
> Is Billy being careful?
>
> What would you do if you were Billy?
>
> What should you do before you cross the street?

Study the two lower pictures and circle the picture showing the safe thing for Ann and Billy to do. (The lower right Picture with Ann and Billy at the corner waiting.)

Students can color their pictures and take them home to show their parents.

Stop, Look, and Listen

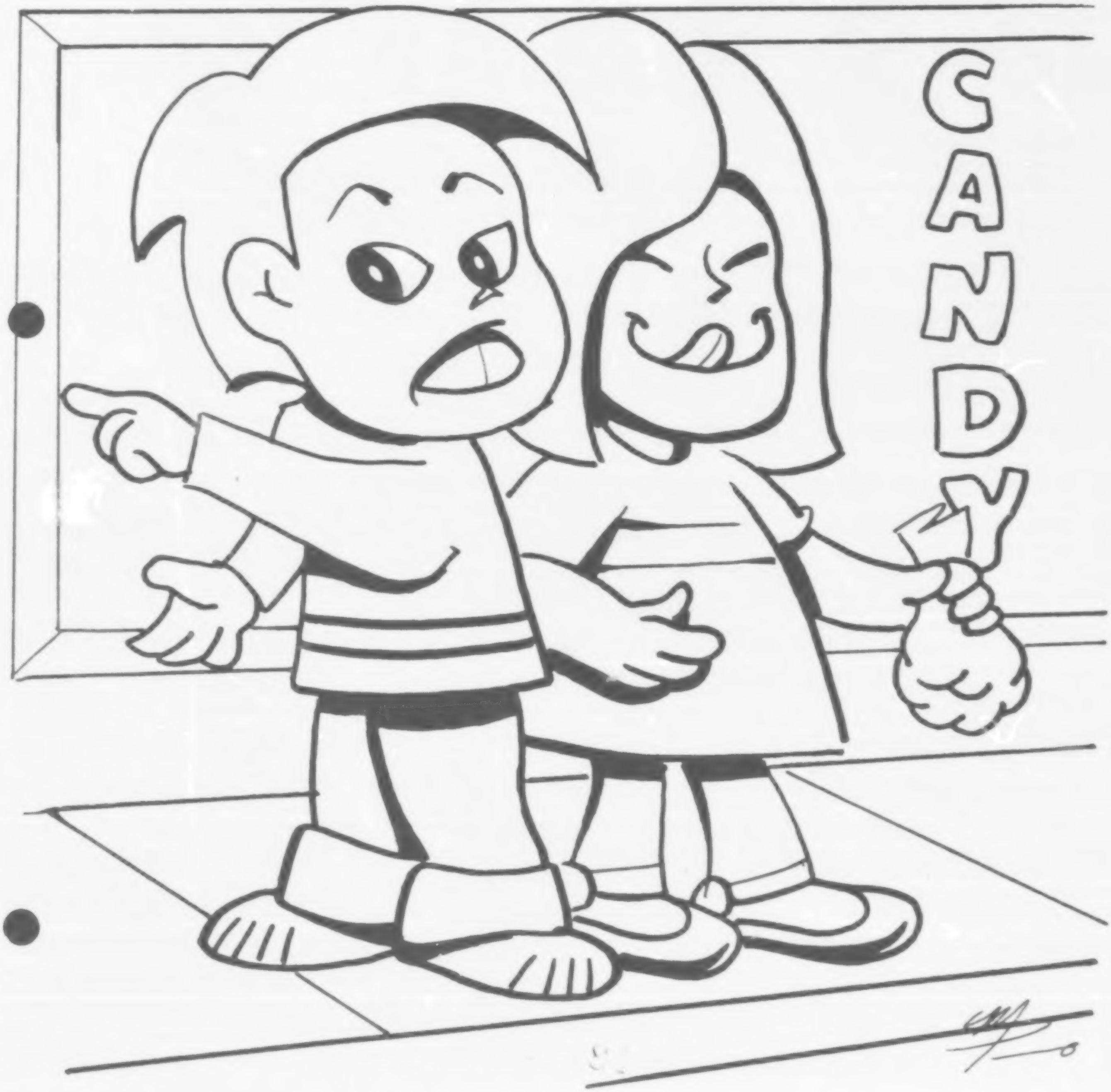

G
Rather slowly
G
Em
D7
G
Stop, look, and lis - ten be - fore you cross the street;
Am
G
D7
G
Use your eyes, use your ears, Then use your feet.

DO

STOP

STAND BACK FROM THE CURB

LOOK FOR CARS



PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON SIX

"THE CROSSWALK"

OBJECTIVE SIX

Given a picture of an intersection with two crosswalks, the student will demonstrate how he would use the crosswalks to get from one corner to a second corner diagonally across the street.

KEY POINTS

1. Crosswalks should be used whenever possible when crossing the street.
2. You must look in all directions, even at a crosswalk, to make sure no traffic is coming before crossing the street. (Introduce the word "*intersection*": the place where two streets cross, and relate it to corner crossing.)

MATERIALS NEEDED

The pictures accompanying this lesson.

Masking tape or chalk for a simulated street corner. (Activity 2)

Make one copy of the page with the children, the intersection, and the crosswalk for each student. Pencil and crayons. (Activity 4)

Make one copy of the pedestrian crosswalk sign and one copy of "Do Use Crosswalks" for each student. Crayons. (Activity 5)

Make one copy of the assessment exercise accompanying this lesson for each student. Crayons (if desired).

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show the students the picture of the crosswalk signs and explain that each sign indicates there is a crosswalk ahead.

   Explain to the students that sometimes there will be a crosswalk in the middle of the block (show them appropriate picture). Tell the students that this is the *only place* where they should cross the street in the middle of the block.

2. Set up crosswalks on your simulated street corner (Directions, Lesson 4) and have students practice using the crosswalks.

   You may teach students the "Crosswalk Chant." Have them march in rhythm and repeat the verse several times using the simulated intersection, as you direct traffic.

   ### Crosswalk Chant

   Hear the beat, beat, beat,
   Of the feet, feet, feet,
   Of the children in the crosswalk
   Of the street, street, street.

3. Take students outside to an actual crosswalk to show them what one looks like. Ask if they know where others are located.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Give each student a copy of the page with children and an intersection. Ask students to draw in three more crosswalks at the corners where they should be located. Then add buildings, trees, other cars, or whatever they would like. Give help where needed. The students may then color their pictures and take them home to explain to their parents about using crosswalks.

5. Give students a copy of school crosswalk signs and a copy of "Do Use Crosswalks" to color.

   They may take these pictures home to show their parents and explain how crosswalks help them.

SUMMARY

Remind students that they should always look for crosswalks when they want to cross the street, and even at crosswalks they should always look in all directions for traffic before crossing the street.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise. Tell the students to draw footprints to show where the boy should cross the street. Collect the exercises, complete the assessment checklist, and give help where needed.

PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

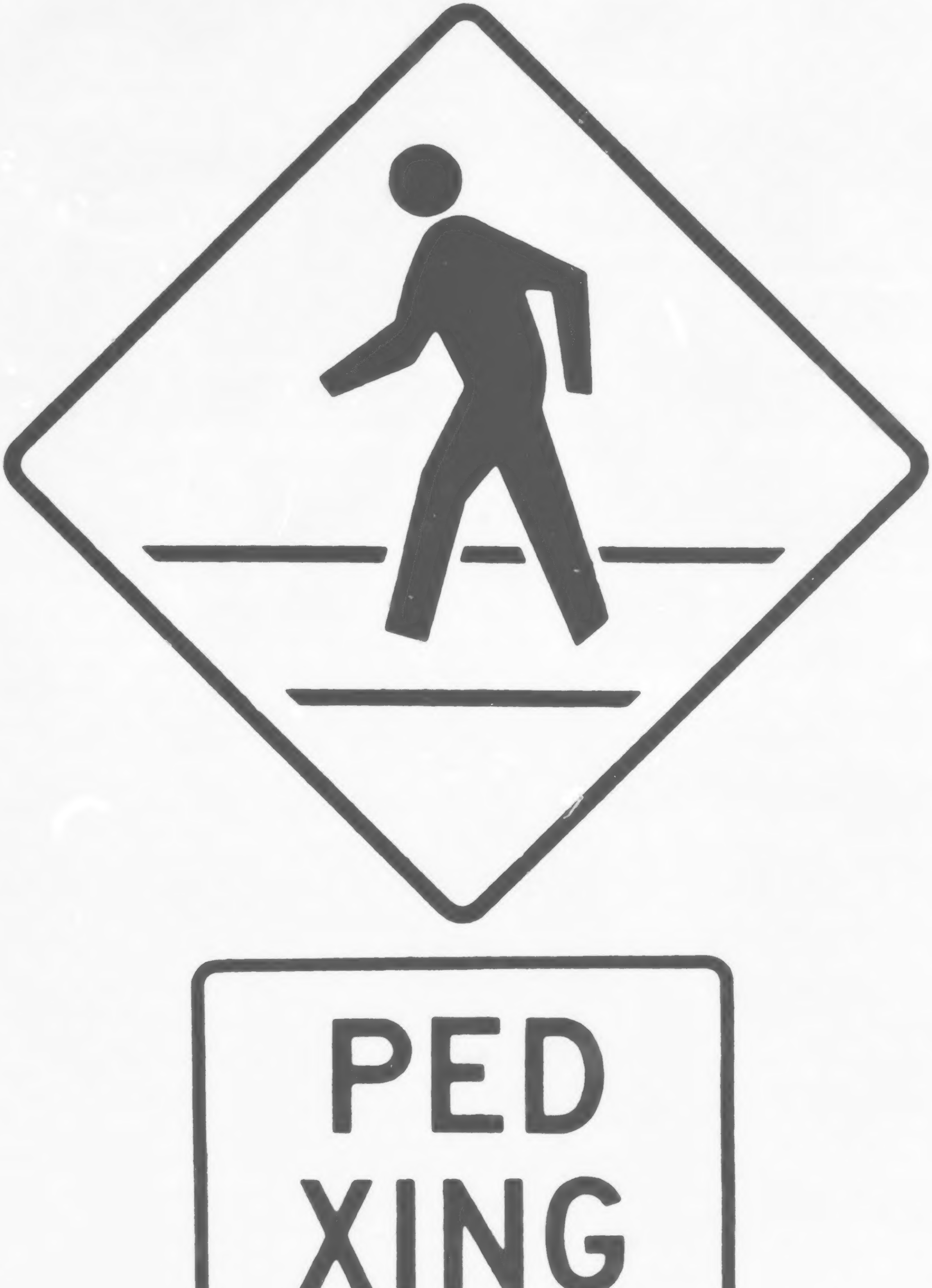
LESSON SIX

"THE CROSSWALK"

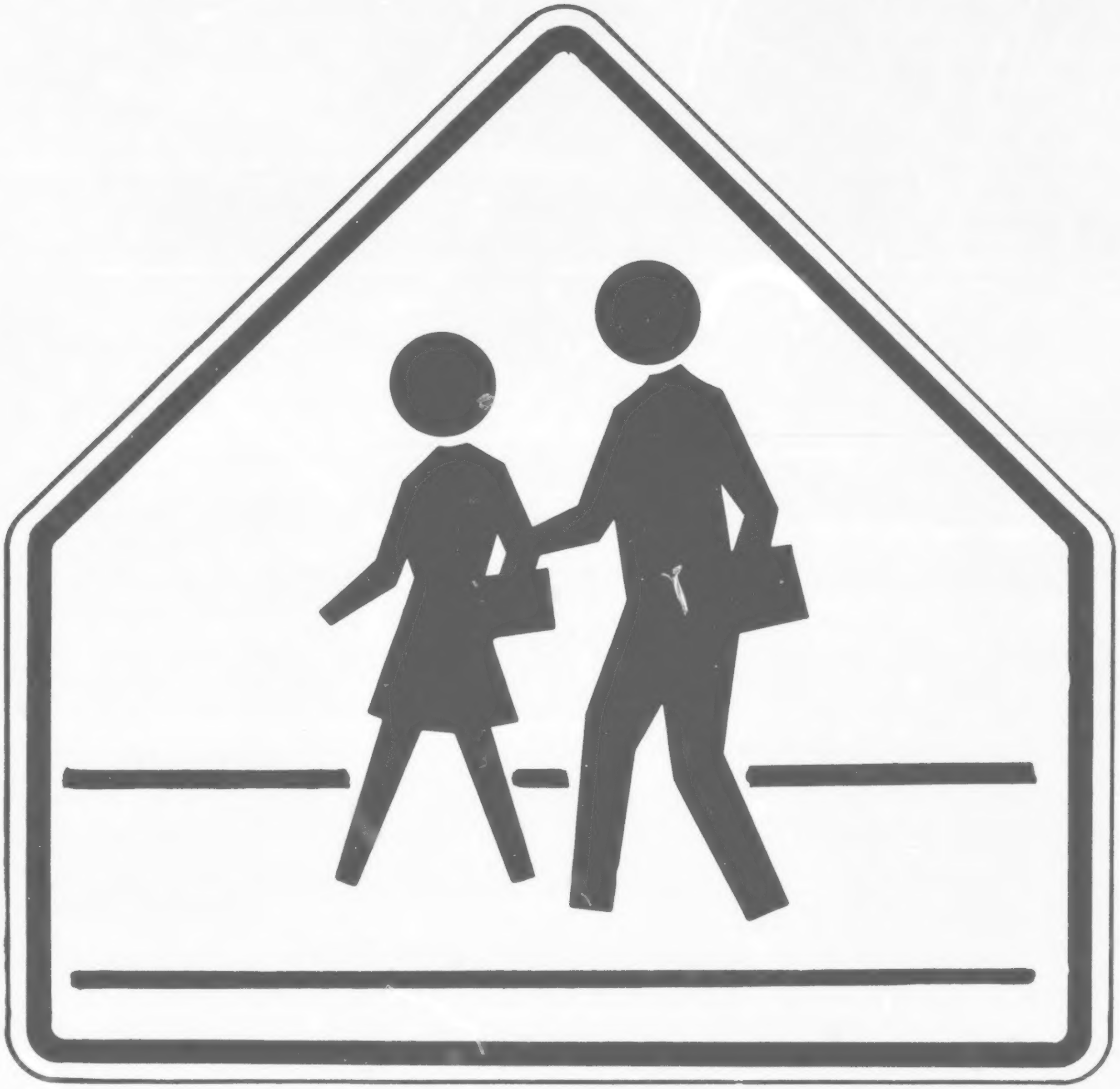
INFORMATION SHEET

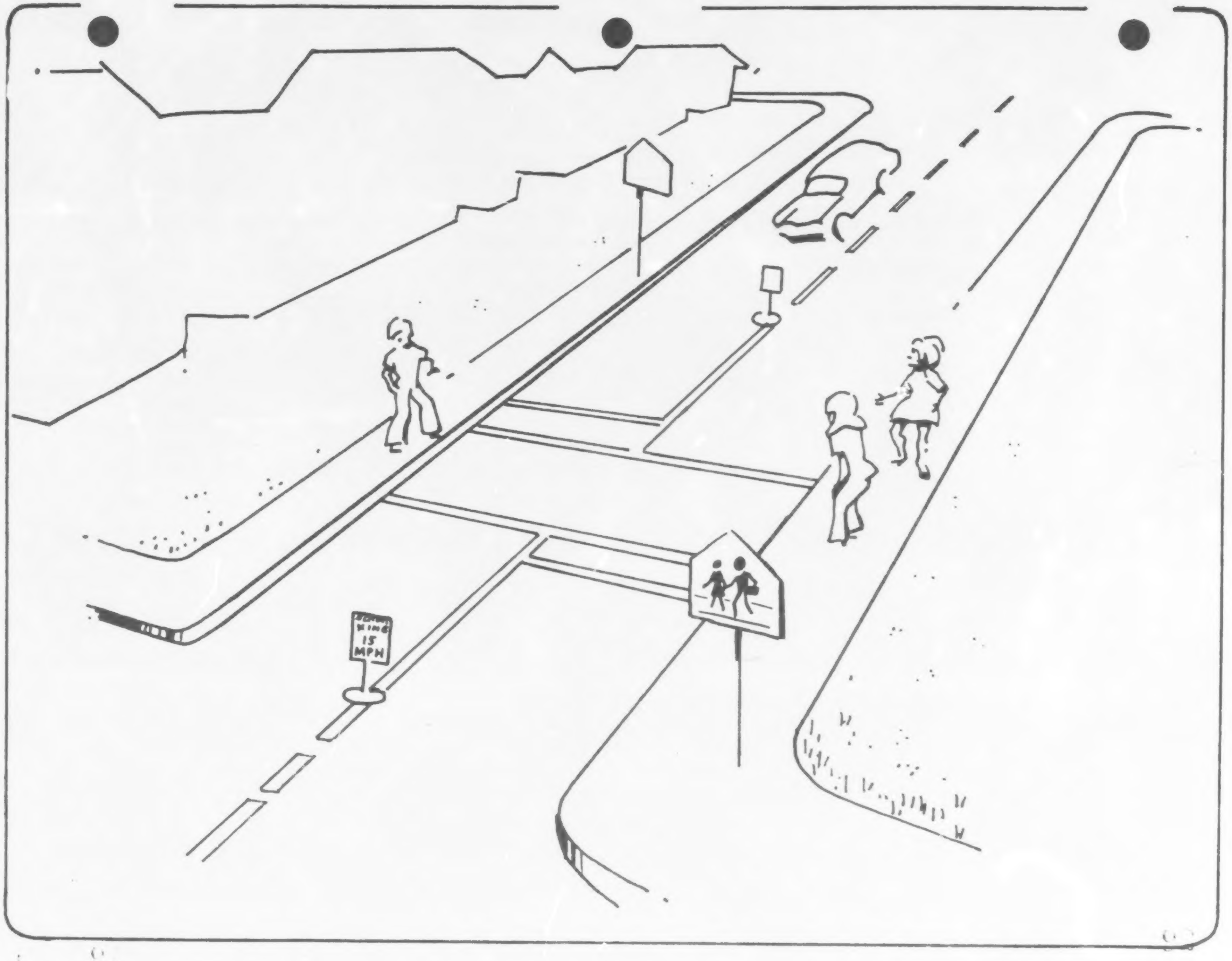
The primary goal for this lesson is to teach the children to be able to recognize a crosswalk and encourage them to use it when they cross the street.

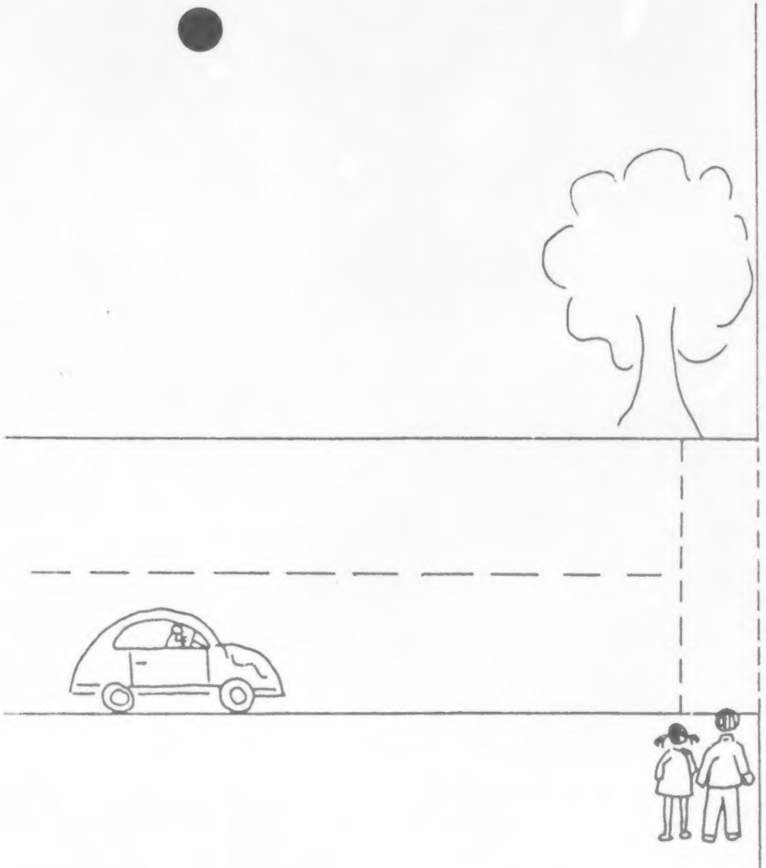
There should be some emphasis on the student being able to recognize the specific lines on the road that establish the boundaries of the crosswalk.


PED
XING

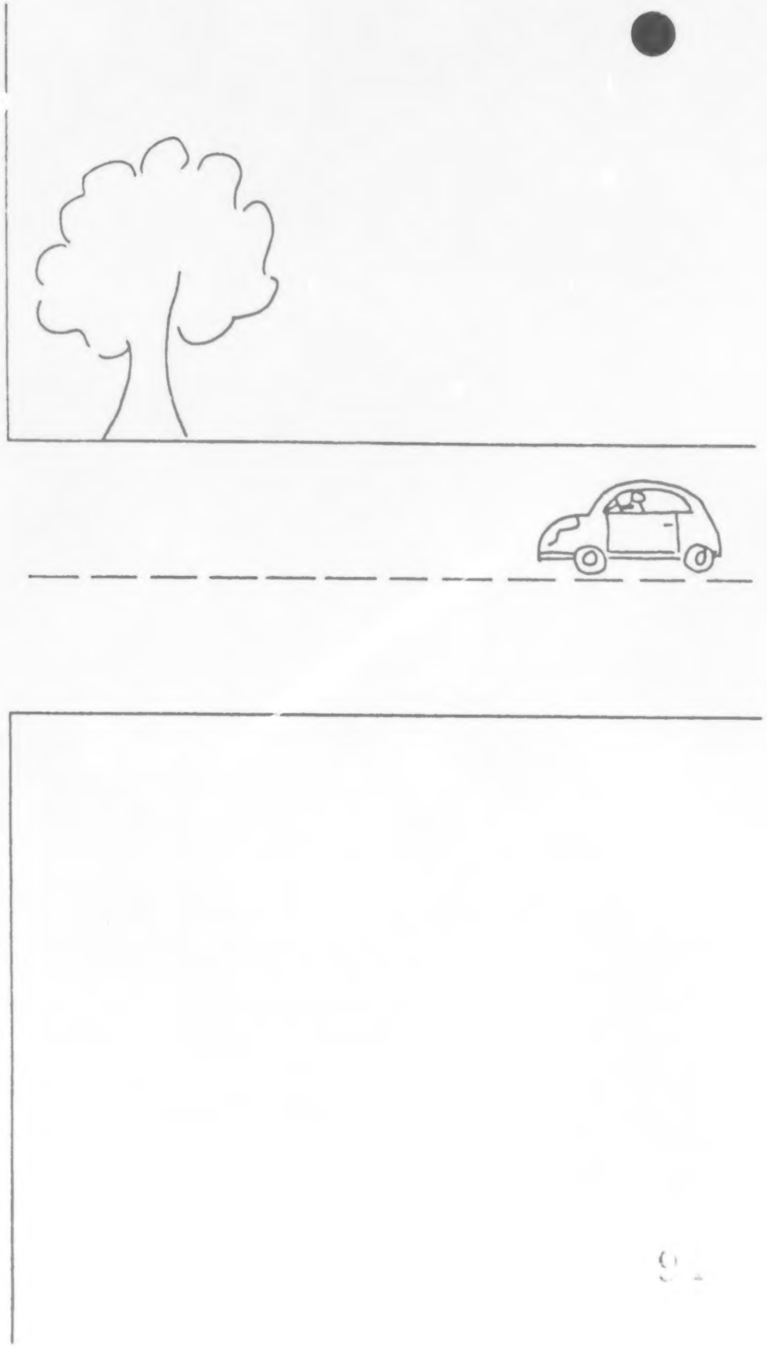
SCHOOL CROSSWALK



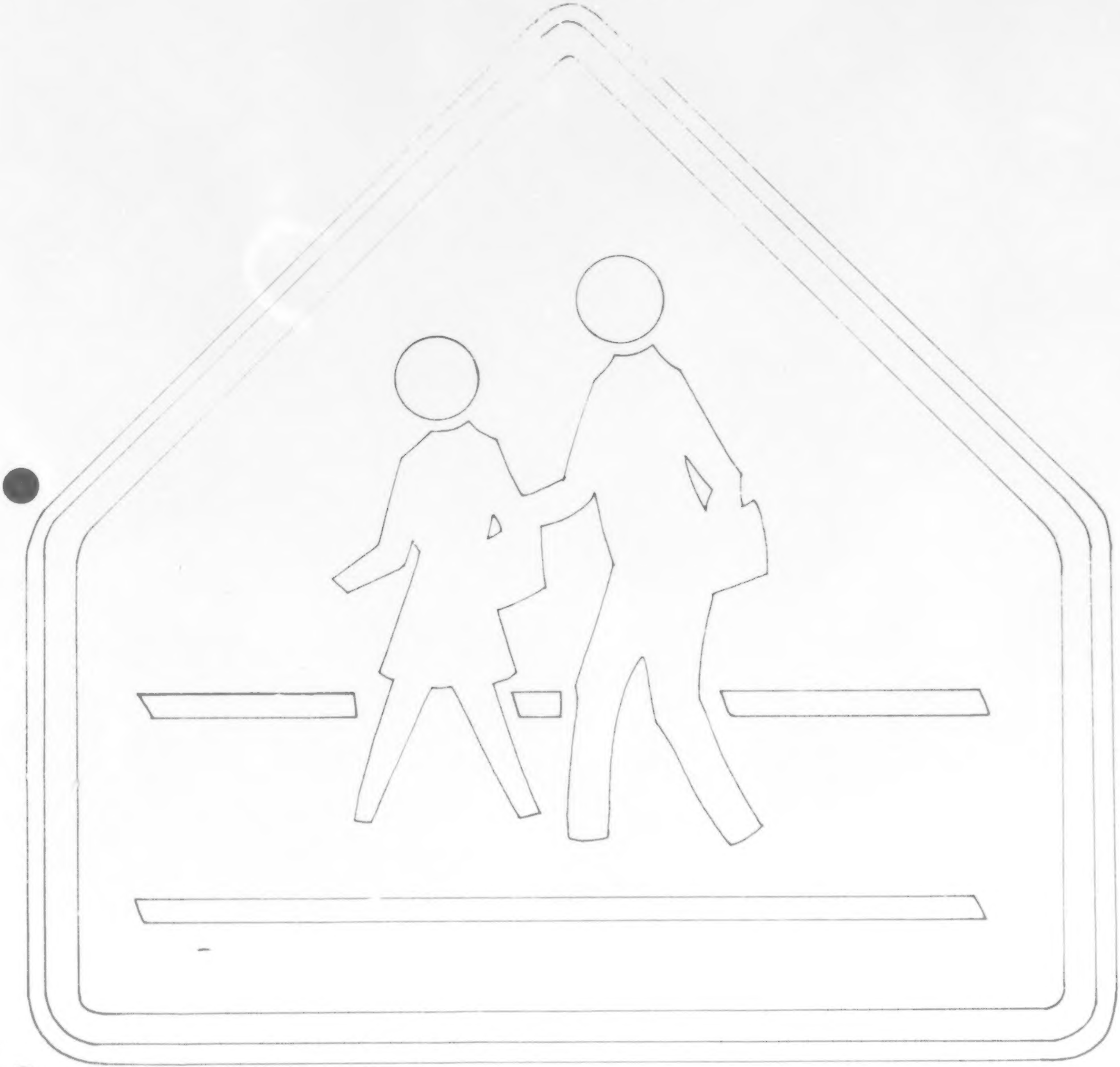

XING
15
MPH



DRAW THREE MORE CROSSWALKS WHERE THEY SHOULD GO. ADD TREES, CARS, ETC. COLOR.



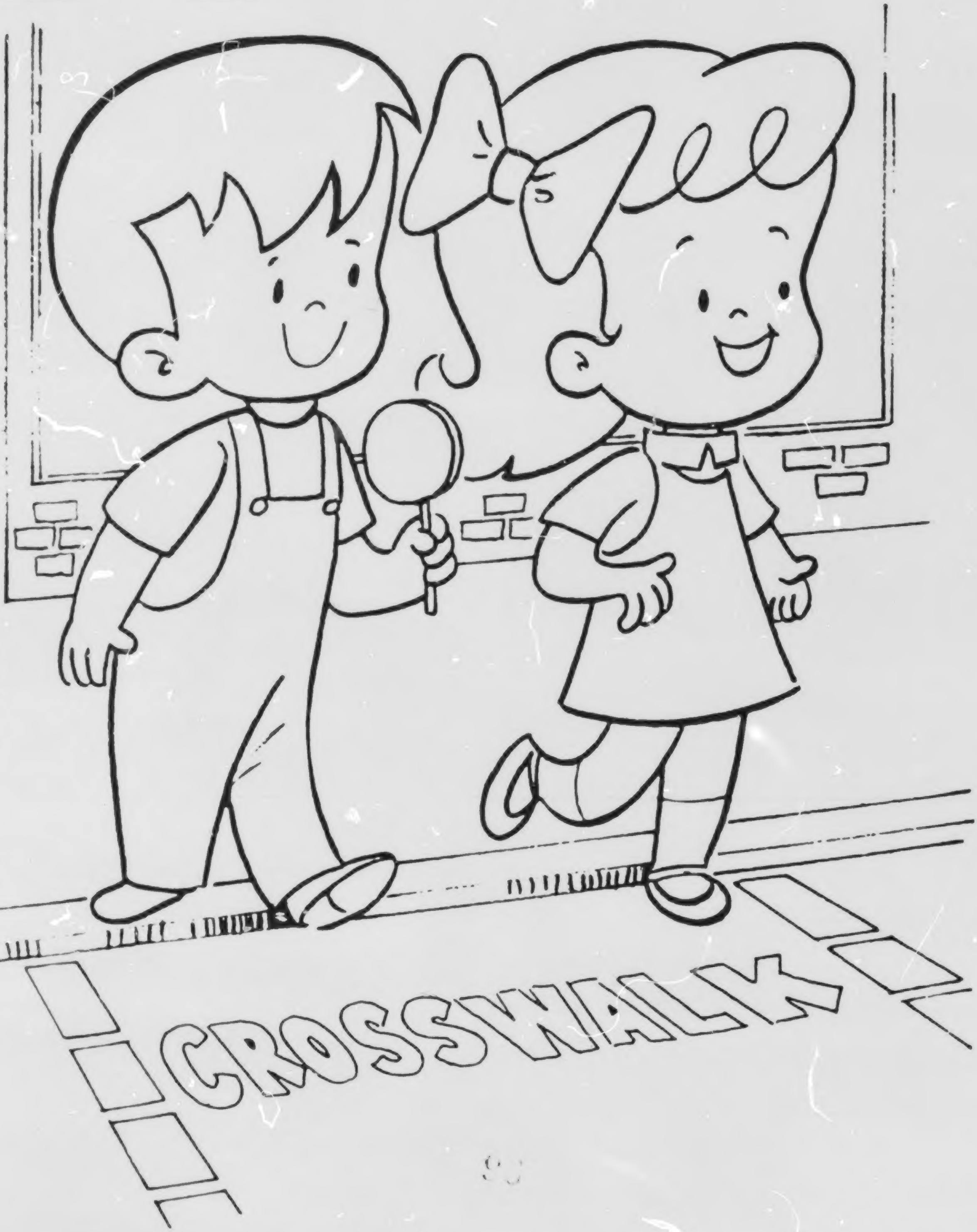
SCHOOL CROSSWALK



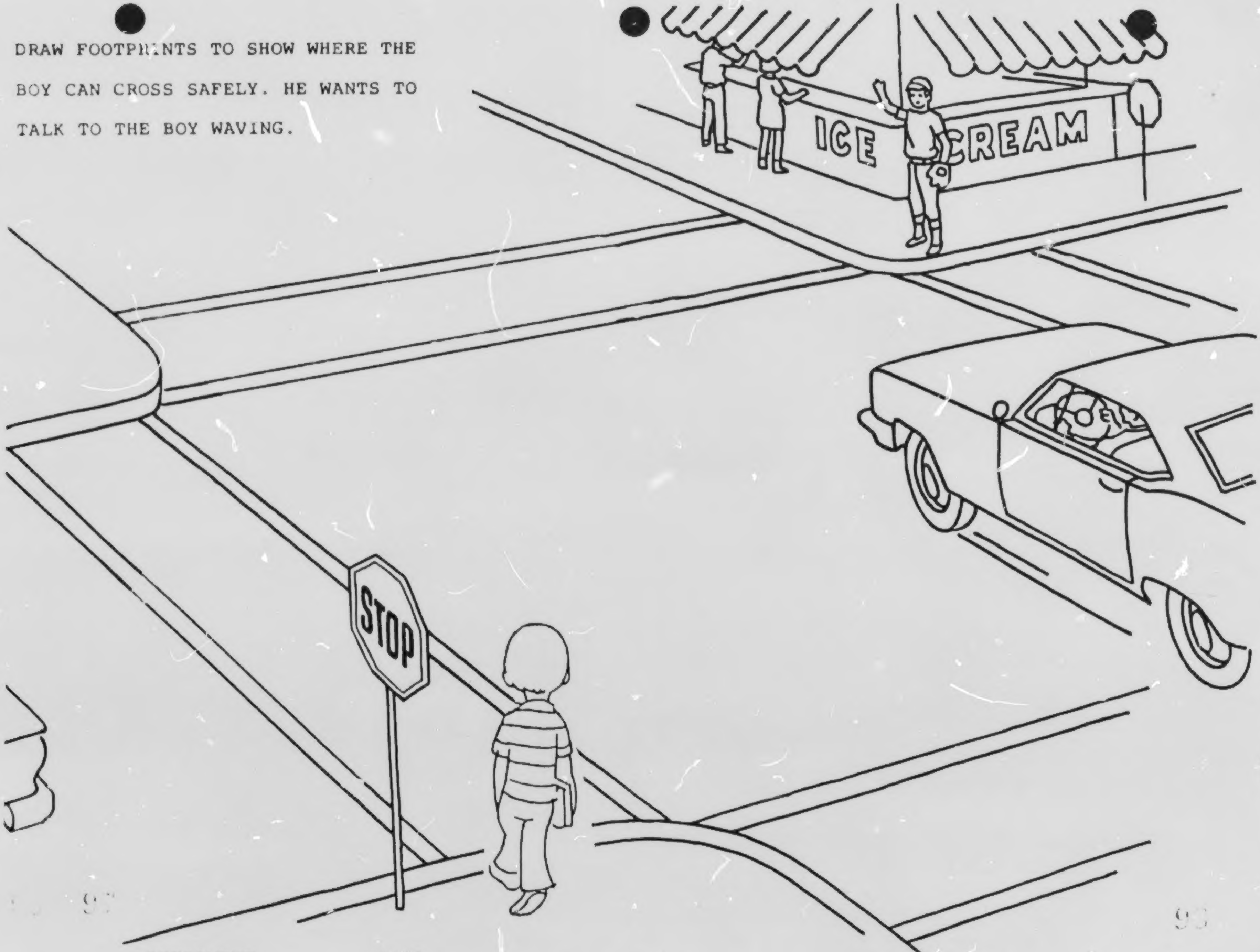
COLOR THE PEDESTRIANS, CROSSWALK LINES, AND INSIDE PENTAGON LINE BLACK. COLOR THE REMAINDER YELLOW.

DITTO

DO use crosswalks!



DRAW FOOTPRINTS TO SHOW WHERE THE BOY CAN CROSS SAFELY. HE WANTS TO TALK TO THE BOY WAVING.


ICE CREAM
STOP

ASSESSMENT NAME________________________

PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON SEVEN

"HOW TO CROSS THE STREET"

OBJECTIVE SEVEN

When asked, the student will describe (or demonstrate) the proper way to cross the street.

KEY POINTS

When students want to cross the street safely, they should:

a. walk between the lines of the crosswalk if they are drawn.

b. walk on the right side, staying on their share of the crosswalk–walk single file if needed (show appropriate picture).

c. continue to watch all traffic from all directions while crossing. If a car in one lane has stopped, do not walk across the next lane until it can be seen that no cars are coming in that lane, or that a car in that lane has stopped.

d. watch for other pedestrians coming toward them–be courteous.

e. do not play or fool around while crossing.

f. step up on the sidewalk when they reach the other side (do not cut corners).

MATERIALS NEEDED

The pictures accompanying this lesson. (Activity 1)

Simulated intersection. Directions, Lesson 4. (Activity 2)

Make ditto copies of Patty and Pete finger puppets and the intersection for each student. Crayons and scissors. (Activity 4)

The picture and story accompanying this lesson. (Activity 5)

Additional Resource Material

AAA posters No. 2 and No. 3.

Free From:

Special Service Department
ARIZONA AUTOMOBILE ASSOCIATION
748 East McDowell Road
Phoenix, Arizona 85006
Tel: 602-252-7751

Sound Filmstrip LC No. 73-734474, "Safety To and From School," provides discussion of safety hazards and helps. One of six safety filmstrips, from the *Primary Grade Safety Series* (code No. 102288) using inductive reasoning and discussion. McGraw-Hill Book Co., Hightstown, NJ 08520.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show students the picture of the boy *walking* across the street. Ask the students what the boy should do to cross the street properly, then add from the *KEY POINTS* anything they have missed.

   Show students picture of the boy *running* across the street. Ask the students to name the various things the boy is doing incorrectly. How should he do them correctly?

2. Have students practice crossing the street properly at your simulated intersection. (Directions, Lesson 4.) Have them act out different situations, with some students being pedestrians, some cars and trucks, etc.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Take the students to an actual intersection that has light traffic and have them practice crossing the street properly. Or use the playground and simulate crossing the street.

4. Patty and Pete finger puppets.

   a. Let the class color and cut out finger puppets, Patty and Pete (picture included). These may be pasted on cardboard if desired. The teacher will probably need to cut out the finger holes for the children. Skits may be acted out, using Patty and Pete.

b. Discuss with the class the dangers of crossing the different types of intersections. Then, as you read the verse (Finger Walking), have the students practice walking the puppets on the intersection (picture included).

Finger Walking

My fingers do the walking
On a pretend street.
I'll let my walking fingers
Teach safety to my feet.

I walk along the sidewalk,
Then carefully I wait
At the curb and look all ways
Even if I'm late.

At corners traffic lights
Sometimes can be seen.
I wait until the light I face
Has changed to a new green.

Before I cross, I check again
By looking every way.
(look both ways with Patty or Pete)
When I cross in the crosswalk,
To the right I stay.
(Pete finger walks on right side of crosswalk)

5. Read the story "The Runner" to the students, showing the accompanying pictures. (A student may hold up the pictures while you read, or you may want to make a transparency.) Ask the "decision time" questions, keeping the key points in mind.

SUMMARY

Review with your students the rules to follow when crossing the street. (Key Points)

ASSESSMENT PROCEDURE (OPTIONAL)

Ask each student to describe (or demonstrate, if you have a simulated street corner) how to cross the street. If time becomes a problem for assessment, you may desire to sample your class to determine how well your students achieved the lesson objective. If so, select a random sample of eight to ten students to take the assessment exercise. For this lesson select number 12, 4, 18, 21, 26, 32, 15, 8, 30, 11, 31 from your attendance list (in the order given) until you have enough students. Complete the assessment checklist (in "Using This Program") and give help where needed.

LESSON SEVEN

"HOW TO CROSS THE STREET"

INFORMATION SHEET

The main goal of this lesson is to teach the young children how to cross the street. We should introduce several concepts that will relate to their use of streets and highways the rest of their lives.

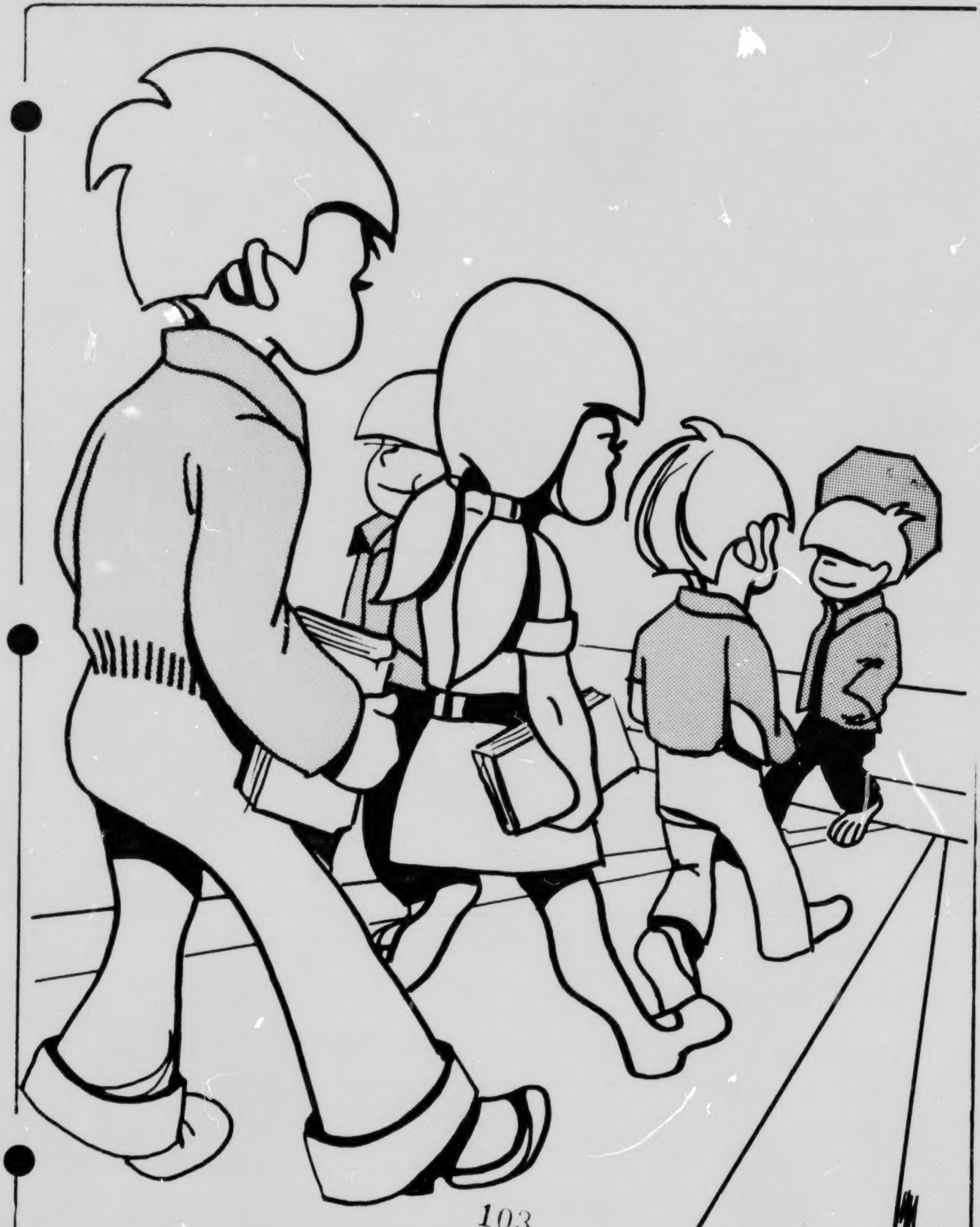
They are as follows:

1. The student should start learning basic right-of-way rules (courtesy) and proper traffic flow, such as his interaction with other pedestrians, walking on the right portion of the sidewalk, etc.

2. The student should learn that the sidewalk is primarily for pedestrians and the streets and highways are primarily for cars, trucks, motorcycles, and other vehicles.

   Therefore, when a pedestrian leaves the sidewalk to go into the street, even at a crosswalk, the pedestrian is going into a hostile environment that was primarily established for cars and much greater caution and good judgment is required in order to be safe. In other words, when a pedestrian steps into the street there is a natural conflict between the path of a pedestrian and other vehicles on the street. The area is primarily established for vehicle travel, thus making it a hostile environment for the pedestrian and he must take the initiative to avoid conflict.

   However, this concept should not detract from the basic concept of cooperation and concern for others on the part of all highway users.



PICTURE ONE - LESSON SEVEN

TO CROSS THE STREET PROPERLY:

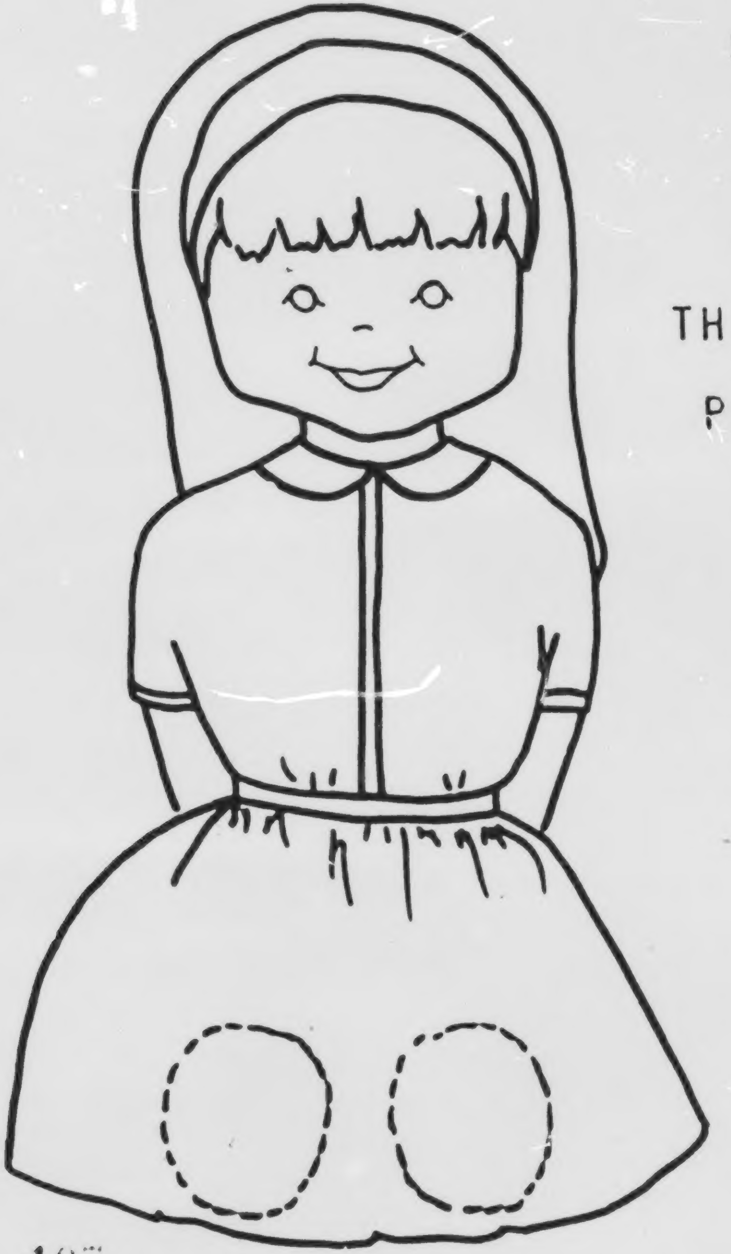
Walk between the lines of the crosswalk.

Walk on the right side, single file, if necessary.

Continue watching all traffic while crossing.

Do not fool around while crossing.

FINGER PUPPETS



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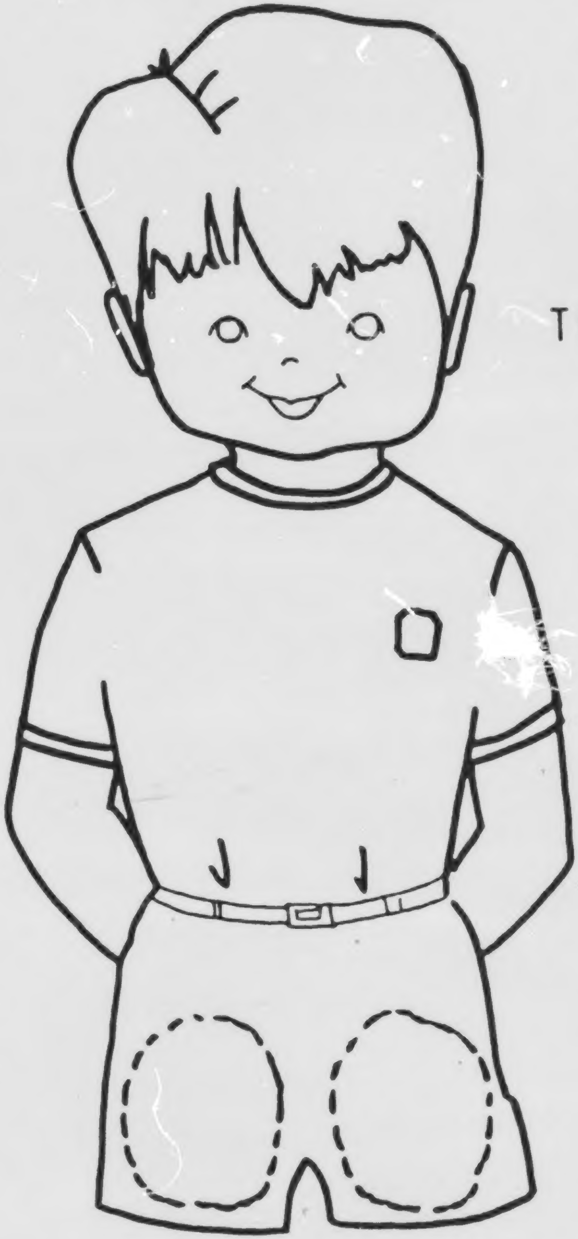
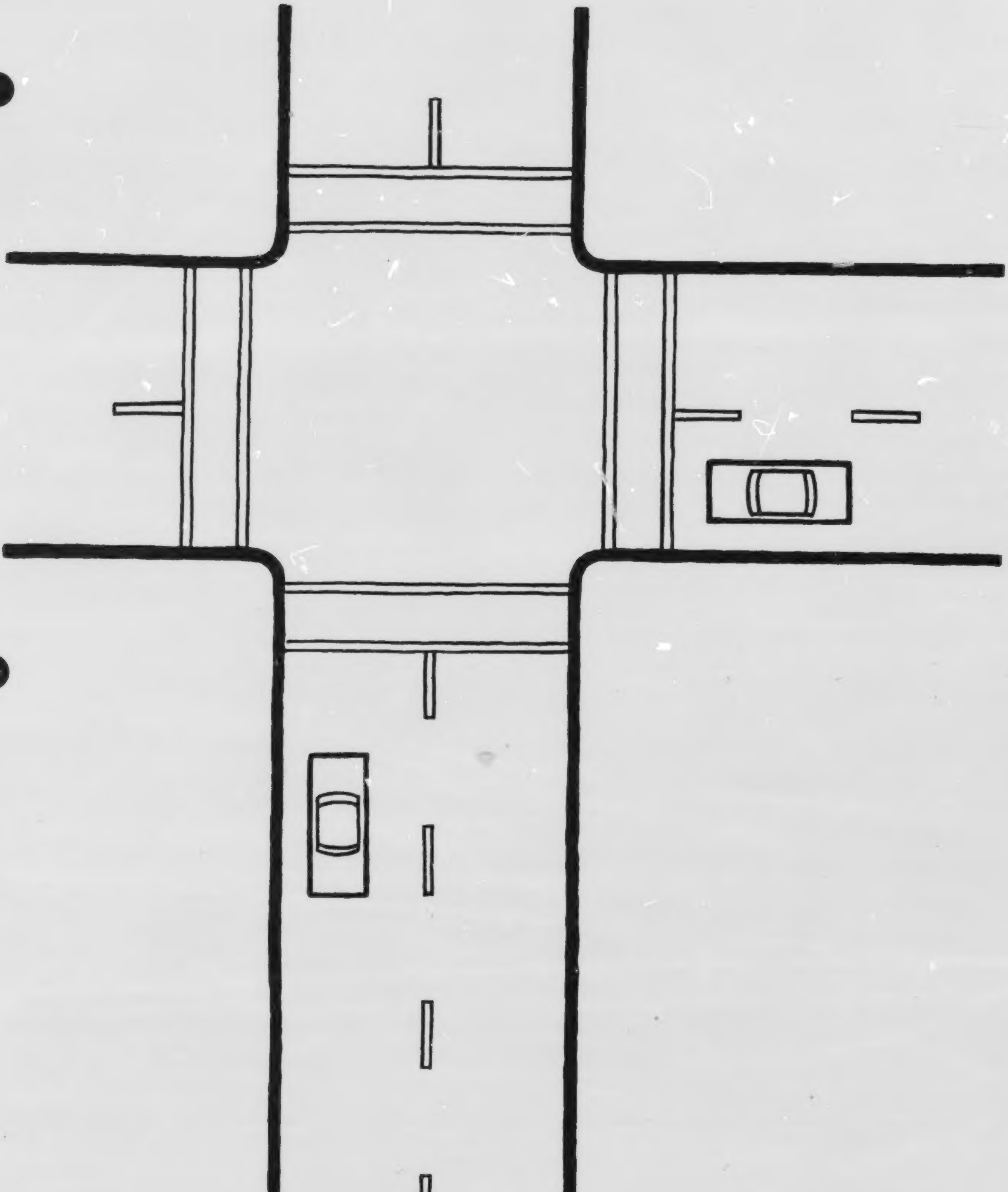
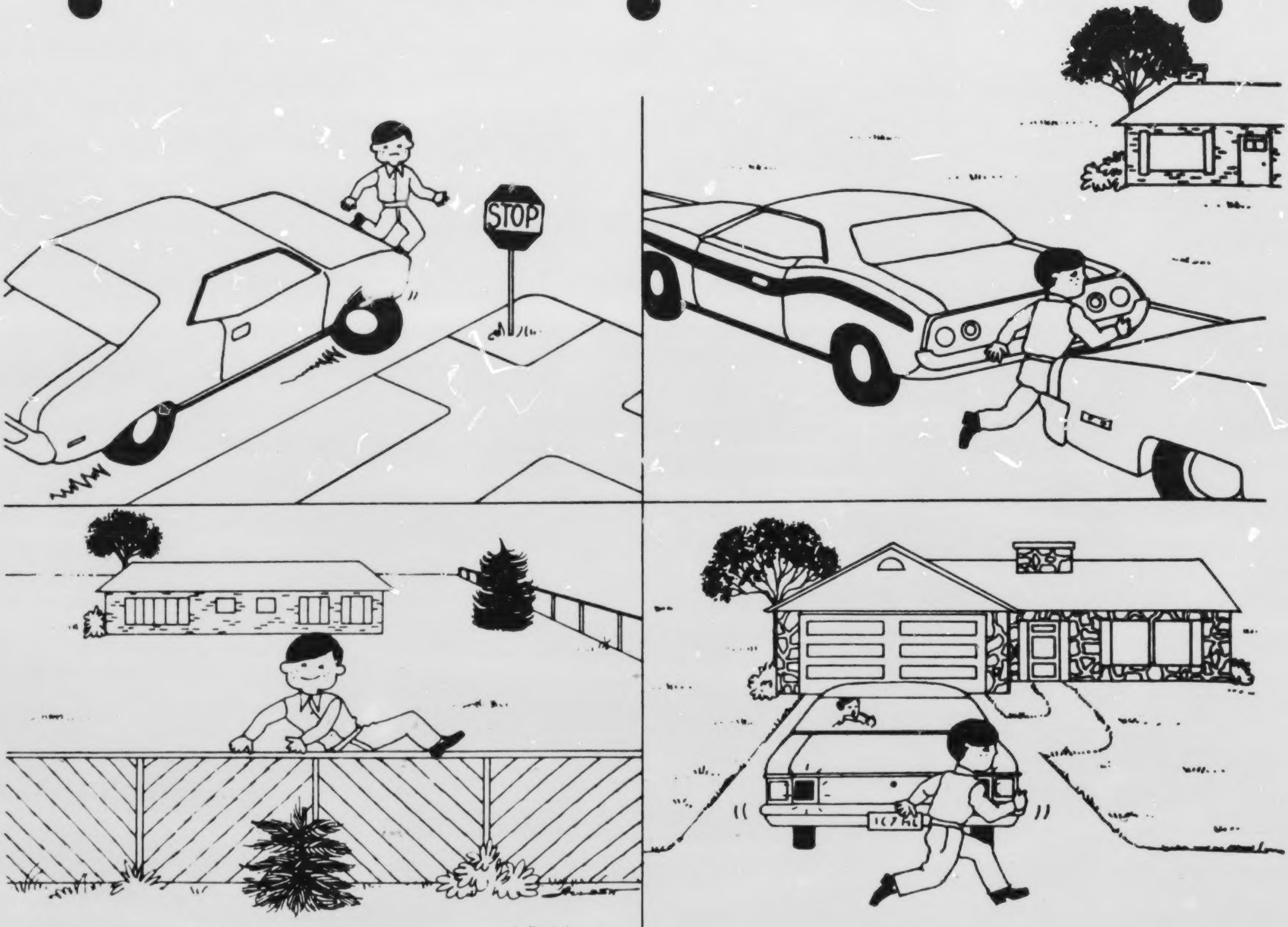
THIS IS
PATTY



THIS IS
PETE

103





THE RUNNER

THE RUNN

Pete ran everywhere. If he needed to go three steps, he would run. At dinnertime, he gulped down his food, asked to be excused and ran out to play.

Monday afternoon just before school ended, Pete found out about a new baseball club that was starting that day. He'd been absent the Friday before, and hadn't received the announcement. Pete decided right away that he wanted to join the new club.

The meeting was at 3:10 and school ended at 3:00. At 3:00 p.m. Pete dashed through the school door on his way home to ask his mother if he could attend the meeting. He figured he could make the 4-block round trip in time. He never even thought of calling home.

**Pete paused slightly at the corner to look for approaching cars. One was just coming to a stop at the stop sign.* Pete dashed in front of it just as the driver was starting up again. The driver had to slam on the brakes.

He raced up the next street,* dashed across the street without looking, in the middle of the block, between two parked cars, and kept on running through his friend's backyard. Over the fence* and into the alley he dashed without looking for cars. Up the alley to his house he ran. He arrived home, breathlessly told his mother where he was going, threw down his books, and began his return trip.

As he ran past the Smith's driveway,* he never saw Mrs. Smith backing her car out. She had to slam on her brakes. It was lucky she was watching carefully.

Traffic was heavy by now, with school buses and parents picking up their children. Pete stopped, and wondered if he should go back to school by the same route or take the time to go to the corner where the traffic signal was located.

* Point to the appropriate picture.

** You may want to read the story a second time from this point, pausing to ask Decision Time Questions 3, 4 and 5.

IT'S DECISION TIME

1. What would you do if you were Pete? Why?
2. Have you ever had anything like this happen to you? What did you do about it?
3. What mistakes did Pete make?
4. How could Pete have avoided each one? What safety rules should he have followed
5. What might have happened if the two car drivers didn't see Pete?

PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON EIGHT

"THE COLORS OF THE TRAFFIC LIGHT"

OBJECTIVE EIGHT

Given a picture (or model) of a traffic light showing either Red, Yellow, or Green, the student will explain (or demonstrate) the proper actions he would take upon approaching the traffic light.

KEY POINTS

1. The traffic light is a traffic helper. It helps to control traffic so we can cross the street without being involved in an accident.
2. Each color has a special meaning: RED – Stop, YELLOW – Caution, or Wait, GREEN – Look to see if traffic is coming, then go, if clear. (Look at the drivers' eyes to see if they see you.)
3. A traffic light does not stop the traffic by itself. We must be sure other traffic sees and obeys the signals.

MATERIALS NEEDED

Put the key words on the board: STOP, WAIT, CAUTION, GO, RED, YELLOW, GREEN.

Prepare three traffic lights. Use three copies of the picture of the traffic light that accompanies this lesson. Color the top circle on one copy Red, the middle circle on another copy Yellow, and bottom circle on a third copy Green. (Activities 1 and 5)

Prepare the flannelboard story pictures. Construction paper. (Activity 2)

The words and song "Red, Yellow, Green Light" accompanying this lesson. (Activity 3)

Chalk or masking tape for simulated intersection. (Directions, Lesson 4.) If you wish, you can make a more elaborate traffic light. Use a cardboard box or half-gallon milk carton; red, green, and yellow cellophane or tissue; paper towel roll; paints. (Activity 4)

Some media centers have a traffic signal mock-up available for teachers.

Make one copy of the page with the three traffic lights accompanying this lesson for each student. Red, Yellow, Green crayons. (Activity 6)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show the students one of the traffic lights you have colored. Tell them that you are showing them a traffic light and that a traffic light tells traffic what to do so that pedestrians and other traffic can cross streets without accidents. Show the picture of the intersection with traffic lights and people crossing.

   As you show each of the three colored traffic light copies, tell students:

   RED means STOP.
   YELLOW means WAIT.
   GREEN means LOOK ALL WAYS,
   THEN GO, if clear.

   Ask the students what the various colors mean as you hold each one up. (NOTE: Point out that their placement is as important as color.)

2. Trace the accompanying flannelboard story pictures on construction paper and cut them out for use with the flannelboard, or color and cut out. Make three circles for the stop light. Read the story.

   (The children may be given copies of B. Safe Squirrel to color also, if desired. Or they may make a book.)

3. Teach the children the song, "Red, Yellow, Green Light." (Words and music accompany this lesson.) The tune of "Twinkle, Twinkle, Little Star" can be substituted with the words.

4. Set up a simulated street corner (see Lesson 4) with a traffic light in the classroom. To construct the traffic light, cut three holes in the side of a half-gallon milk carton or box, cover the top hole with Red cellophane or tissue, the middle hole with Yellow, and the bottom with Green. Cut holes on the opposite side of the carton so that the cellophane circles can be illuminated from behind with a flashlight. Cut a hole in the bottom of the carton and insert a paper towel roll as a stand. Color the carton and stand black. Students can take turns operating the traffic light with the flashlight. Other students can act as pedestrians and other forms of traffic (cars, trucks, etc.). Have the students practice obeying the traffic light.

   If possible, take the class to a corner where there is an actual traffic light and have them practice the appropriate actions.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

5. Play the game, "What Light is Missing." Seat the students in a circle. Place three traffic lights, one showing Red, one showing Yellow, and one showing Green, in the middle of the circle. Then have the students close their eyes while you remove one traffic light. When the students open their eyes, ask one of them to name which color traffic light is missing and what it means. If the student answers correctly, the missing traffic light is replaced and the student gets a chance to remove one of the lights this time.

6. Give each student a copy of the traffic light accompanying this lesson. Tell them to color the top circle Red, the middle circle Yellow, and the bottom circle Green. Walk through the class and ask students what the various colors on their traffic light mean. The traffic light picture may be colored while the teacher is assessing students.

7. Teach the students the poem "Traffic Light."

Traffic Light

Red light, Red light, what do you say?
I say, "Stop! and stop right away."
Yellow light, Yellow light, what do you say?
I say, "Wait – Don't move away."
Green light, Green light, what do you say?
I say, "GO – BUT FIRST LOOK EACH WAY."
Thank you, Thank you, Red, Yellow, Green.
Now I know what the traffic lights mean.

8. Teach students the song, "Where is Red Light." As they sing, point to the appropriate circle, or have students do so.

Red Light

(Suggested tune: Frere Jacques)

Where is Red Light, where is Red Light?
Here I am. Here I am.
Always at the top, sir,
Telling you to stop, sir,
Safety first. Safety first.

Where is Yellow, where is Yellow?
Here I am. Here I am.
Telling you to wait, sir,
Even if you're late, sir
Safety first. Safety first.

Where is Green Light, where is Green Light?
Here I am. Here I am.
First, look each way, sir,
Go now, don't delay, sir.
Safety first. Safety first.

SUMMARY

Ask the students what the Red, Yellow, and Green traffic lights tell us to do.

ASSESSMENT PROCEDURE (OPTIONAL)

Show each student a picture (or model) of a traffic light showing either the Red, Yellow, or Green lights. Have the student explain (or demonstrate, if you have a simulated street corner) the actions he would take upon approaching that light. Repeat this procedure for each student for each color light. Complete the assessment checklist. Give additional aid to students who need further instruction.

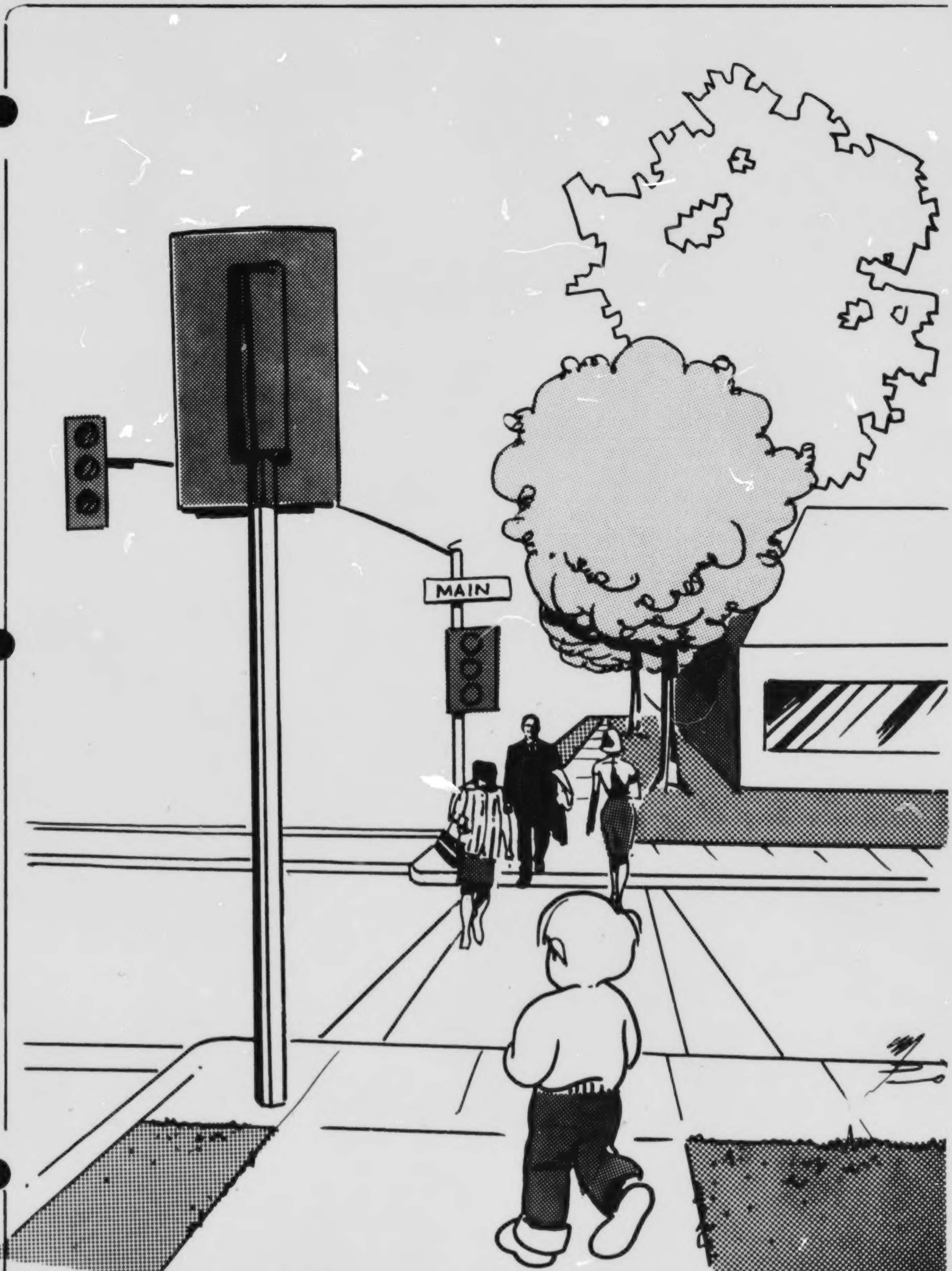
LESSON EIGHT

"THE COLORS OF THE TRAFFIC LIGHT"

INFORMATION SHEET

It is very important that young students learn the basic function of the traffic light and how it affects them as pedestrians. A basic concept that pedestrians (especially young children) should learn is:

1. Traffic lights are installed primarily to control vehicular traffic in the street.
2. It is the pedestrians' prime requirement for safety to be sure the vehicle drivers see and respond to those signals before they can safely move across traffic.
3. In other words, the lights are there primarily to tell vehicular traffic what to do and the pedestrians should conduct themselves in relation to how the vehicular traffic responds to those signals.


MAIN

HOW THE STOPLIGHT CAME TO BE

A Flannelboard Story by Nancy Thorpe

Picture Symbols Needed

ACCIDENT FOREST
B. SAFE SQUIRREL
MEETING of squirrel, elephant, rabbit, chipmunk, turtle
STOP LIGHT
ELEPHANT
TURTLE
RABBIT
RED, YELLOW & GREEN CIRCLES

(Each time a word appears in capital letters, place that picture symbol on the flannelboard at that point.)

Screech! Crash! Bang! . . . . And so began another day in ACCIDENT FOREST. You see there was one part of the forest in the center of some trees where all the animals raced through on their way about their daily business. Every day somebody seemed to get hurt. This was bad but the animals seemed used to it.

One day a new animal came to live in Accident Forest. His name was B. SAFE SQUIRREL. He moved into a tree by the center of the forest. He was busy putting things away in his new home when he heard all kinds of noise . . . yelling and crying. He poked his head out of his hole and saw a turtle and a rabbit untangling themselves from an awful crash.

"Why don't you watch where you're going, you slowpoke!" yelled the rabbit.

"Well, why don't you slow down!" yelled the turtle.

Then they moved on about their business.

All day long, B. Safe Squirrel watched many accidents from the safety of his hole in the tree. He got to thinking that something should be done about all the accidents. He decided to call a meeting of all the animals to introduce himself and to figure out a way to stop all these accidents. He posted a sign announcing the meeting.

> Will all animals please meet in the forest circle at 5:00 p.m. TODAY, for an important meeting.
>
> B. Safe Squirrel

None of the animals wanted to be late and they were in a hurry so you can just imagine the big crash there was at 5:00 p.m.! B. Safe Squirrel was ready and he said,

"I'm your new neighbor, B. Safe Squirrel, and this is why I called the meeting. I don't want to see my new friends getting hurt all the time . . . . Something *must* be done!"

There was much discussion among the animals and finally they decided they needed to have some kind of signs to direct the traffic.

The ELEPHANT said, "I think we need a sign that says Stop!"

The TURTLE said, "I think we need a sign that says Go Slow!"

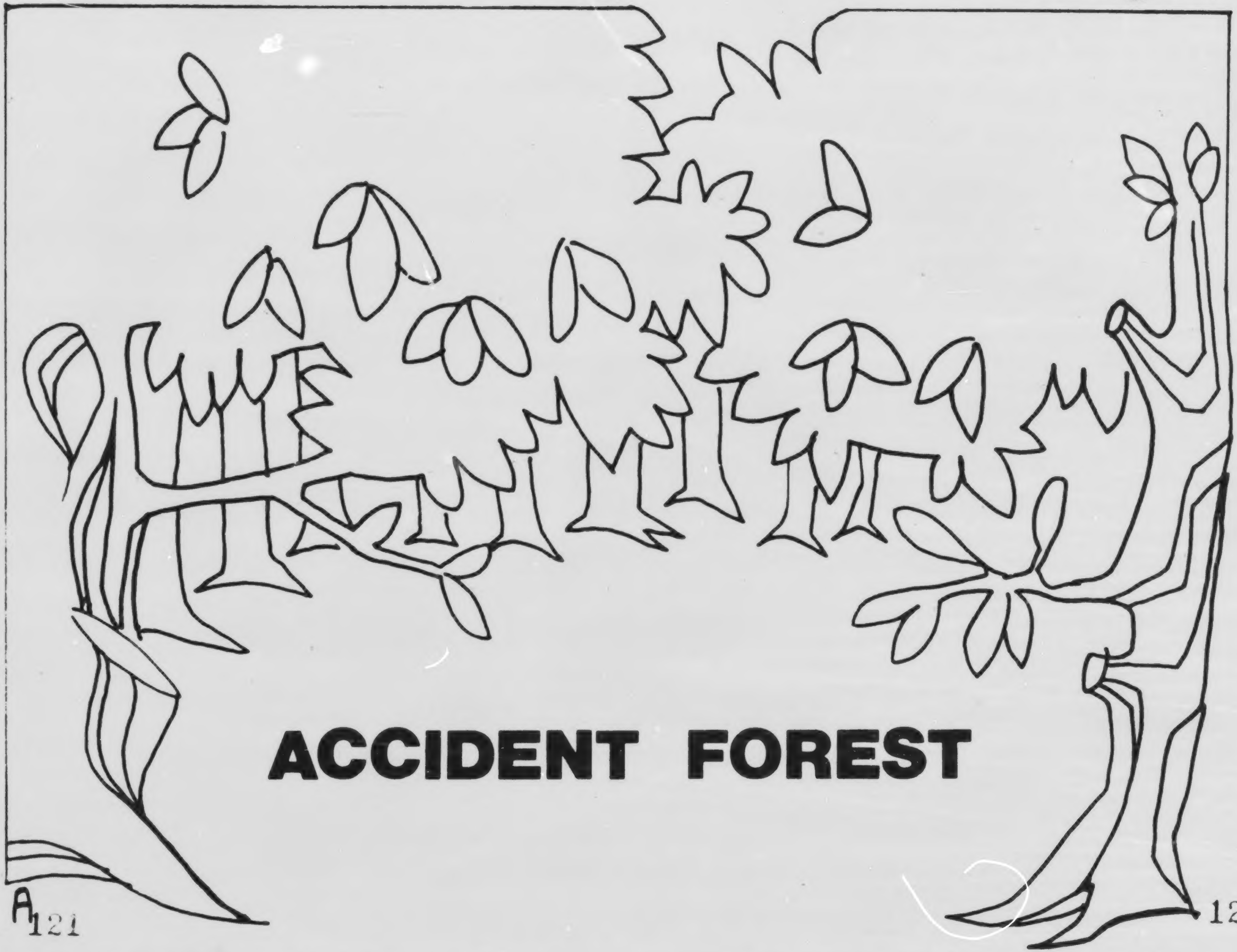
The RABBIT said, "I think we need a sign that says Go!"

B. Safe Squirrel suggested that they needed all three signs and he asked for volunteers to work the signs: The Elephant – STOP, the Rabbit – GO, and the Turtle – SLOW, were chosen. Then the elephant brought up a very important point. He said, "Gee, B. Safe Squirrel, some of the animals can't read – how will we make the signs?" "I know," said the rabbit, "Let's use colors!" "What colors should we use?" asked the turtle. The elephant said, "Well, I'm Stop and I really like RED." The turtle said, "I'm Slow and I like YELLOW. It's the color of the sun." The rabbit said, "Well, I choose GREEN and I'm for Go." "O.K. Great!" said B. Safe Squirrel.

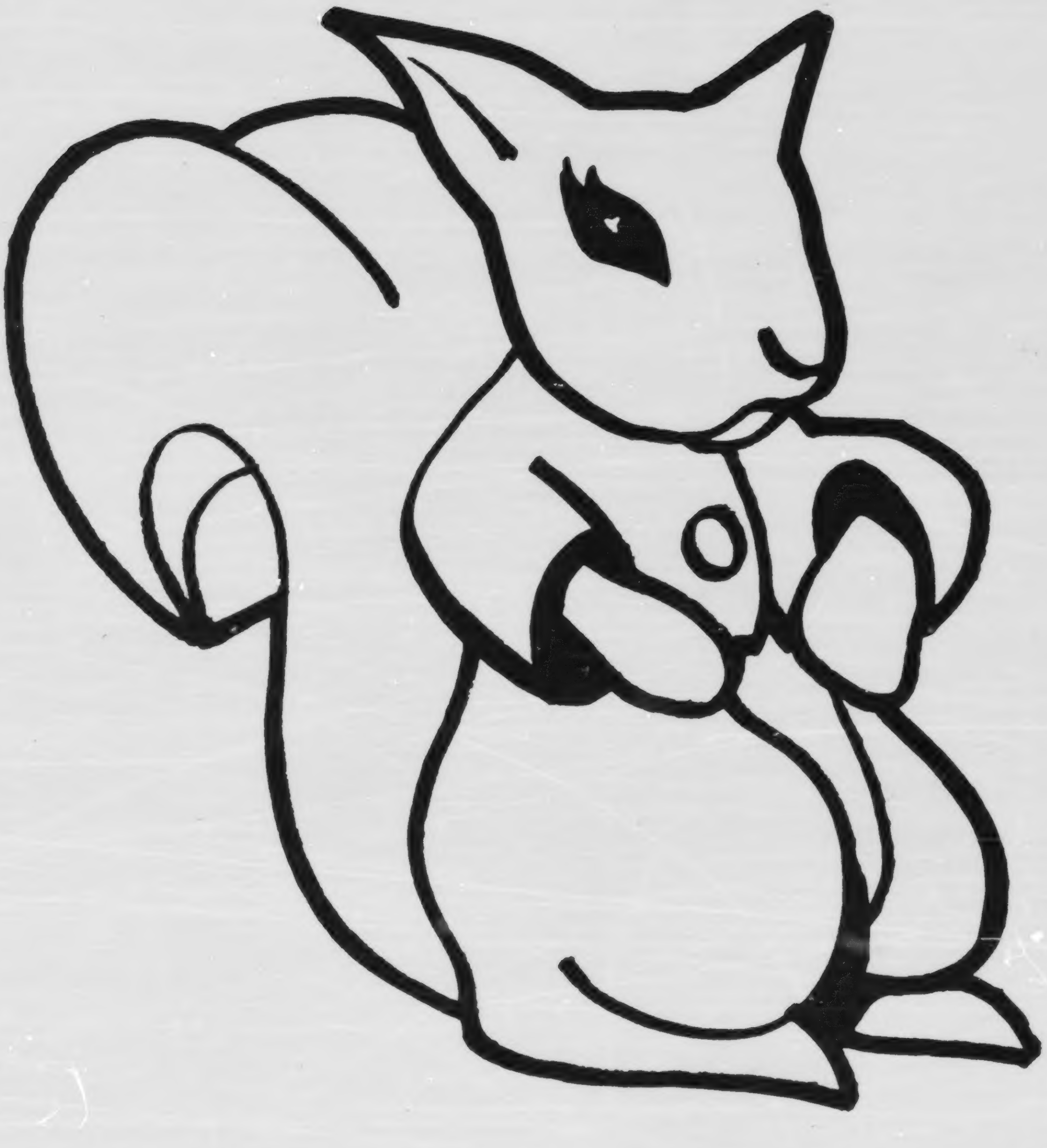
B. Safe Squirrel told all the animals what the colors meant:
RED – STOP
YELLOW – SLOW
and
GREEN – GO.

The first day with the new signs was great–there were no accidents! And so it went for a week. But then one morning the elephant, the rabbit and the turtle appeared at B. Safe Squirrel's door. The elephant told B. Safe Squirrel, "We're all glad the accidents have stopped, but it's boring all day long to walk up and down with these colors. Can't you think of a better way?" B. Safe Squirrel said he would sure give it some thought. He got together with the owl who was a whiz with electric things and they invented the perfect idea to solve the problem. . . . Here it is, – a STOP LIGHT!

When all the animals saw the new invention, they cheered B. Safe Squirrel and renamed the forest "B. Safe" after their hero B. Safe Squirrel.

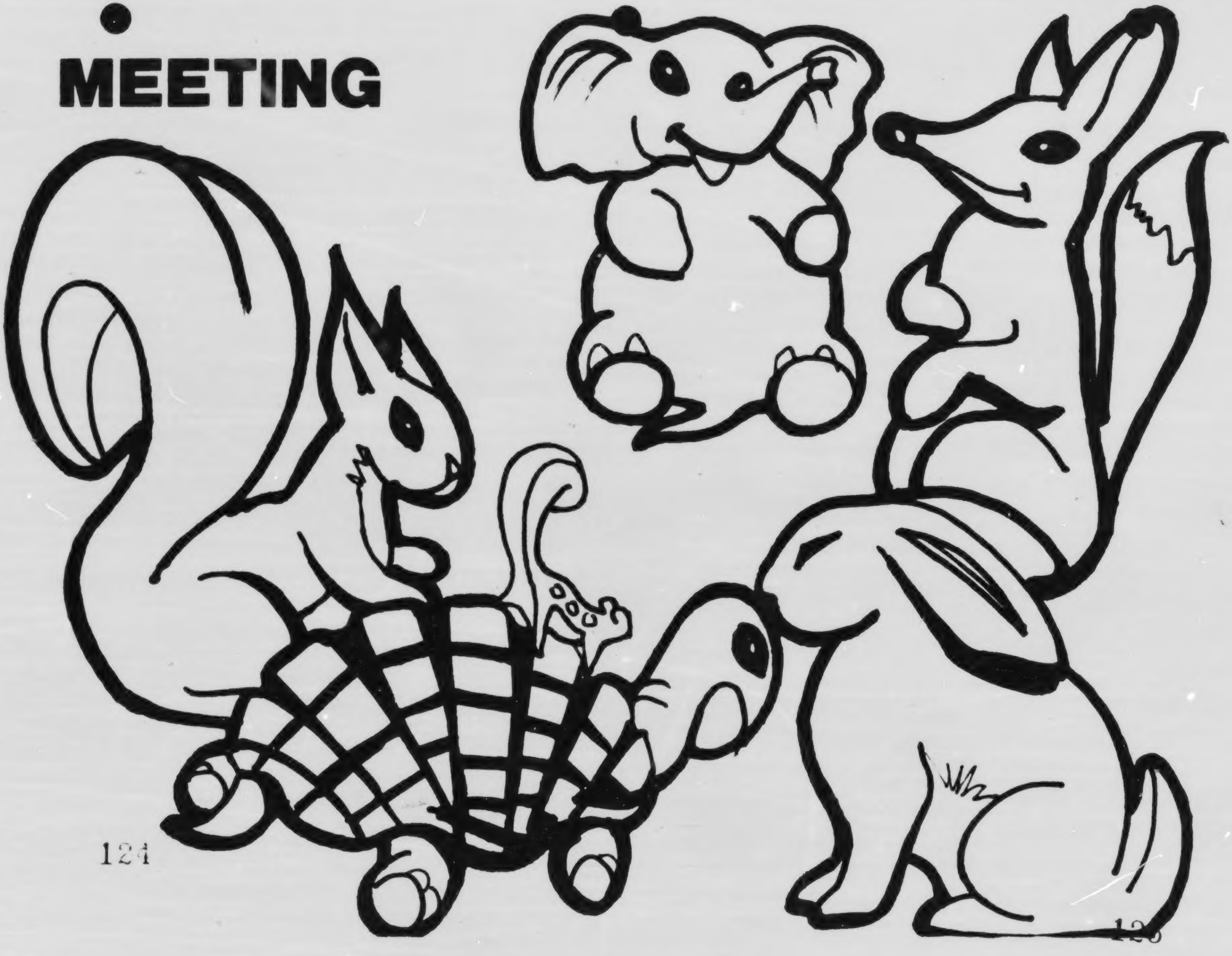


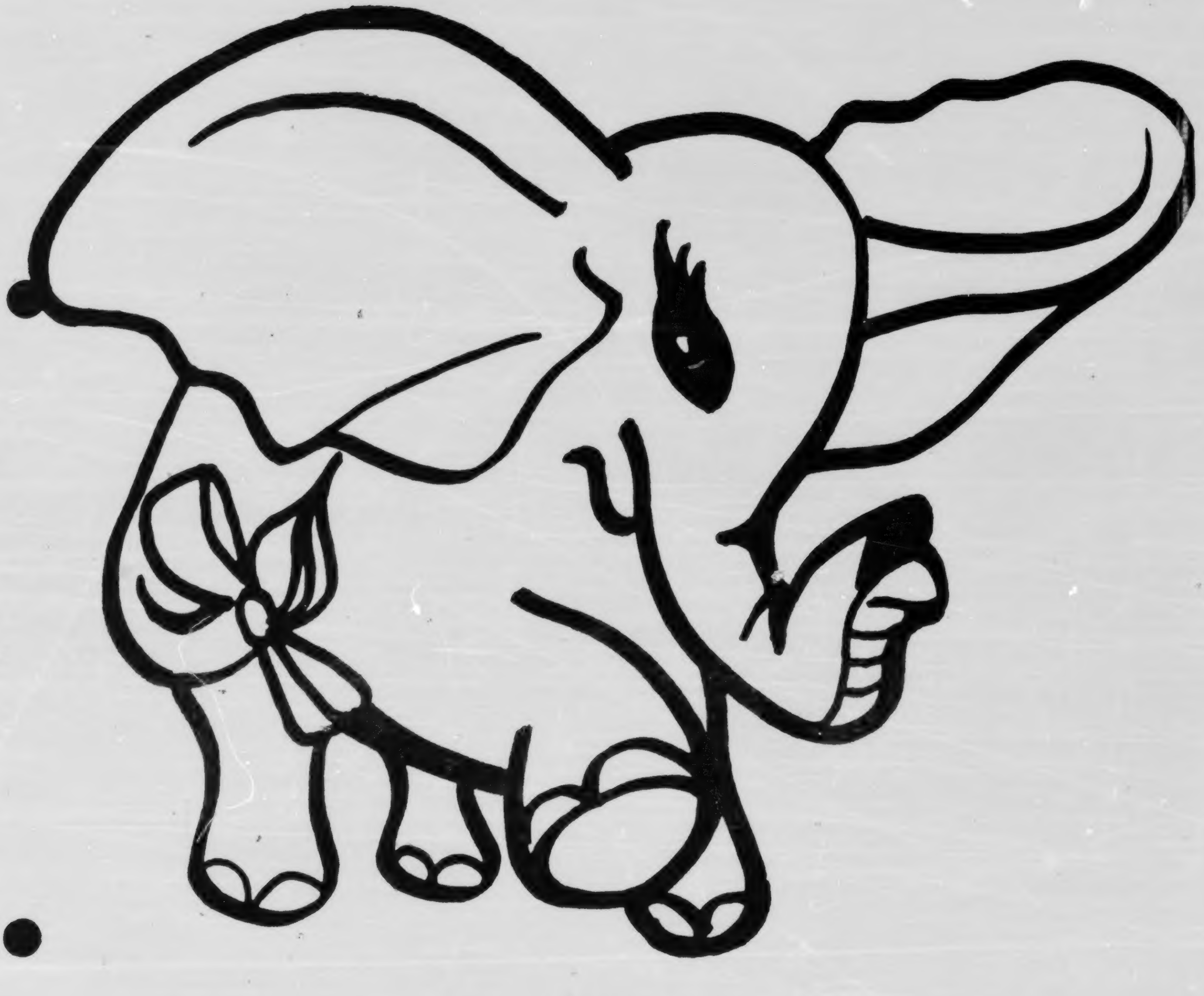
ACCIDENT FOREST

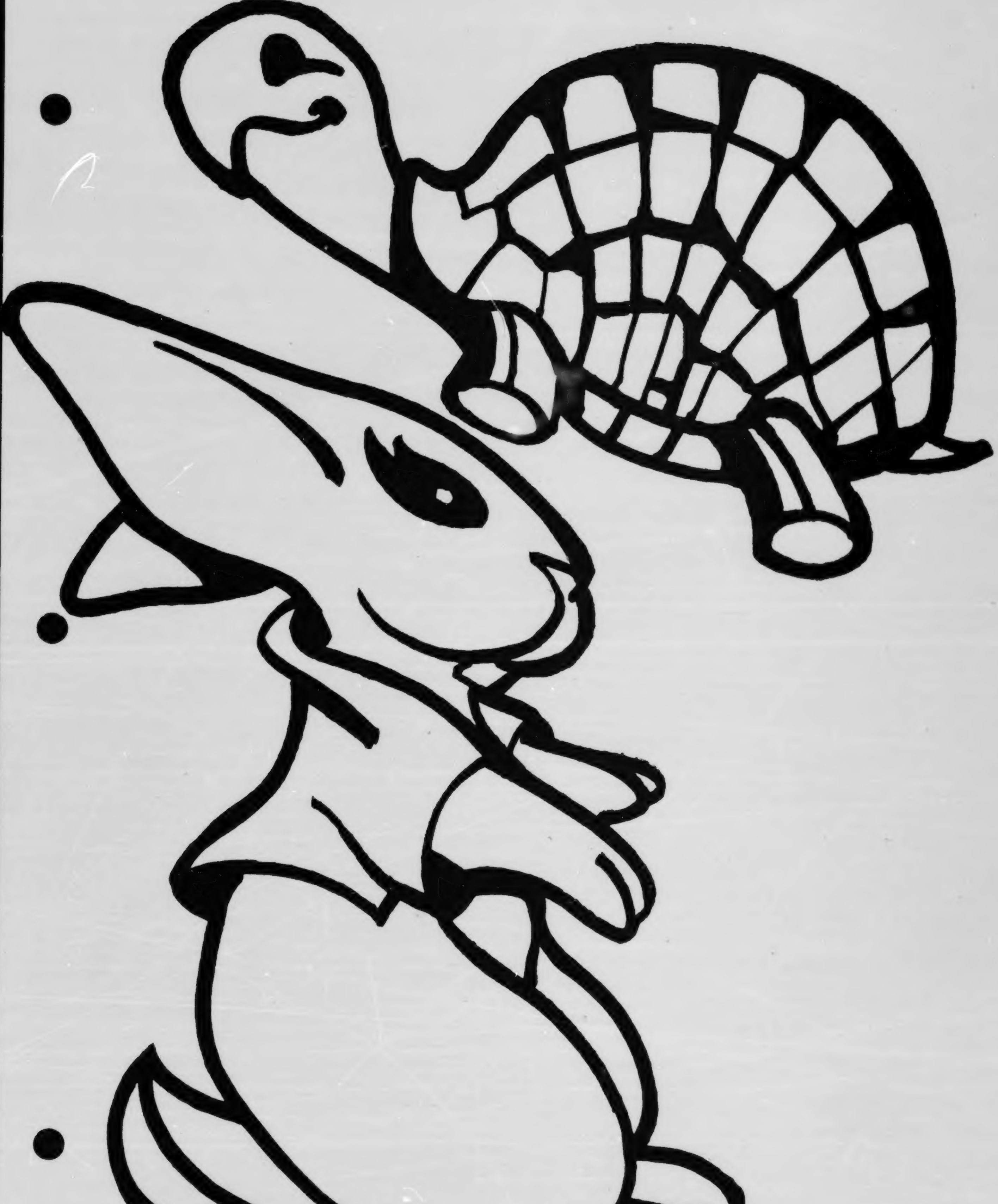


B. SAFE SQUIRREL

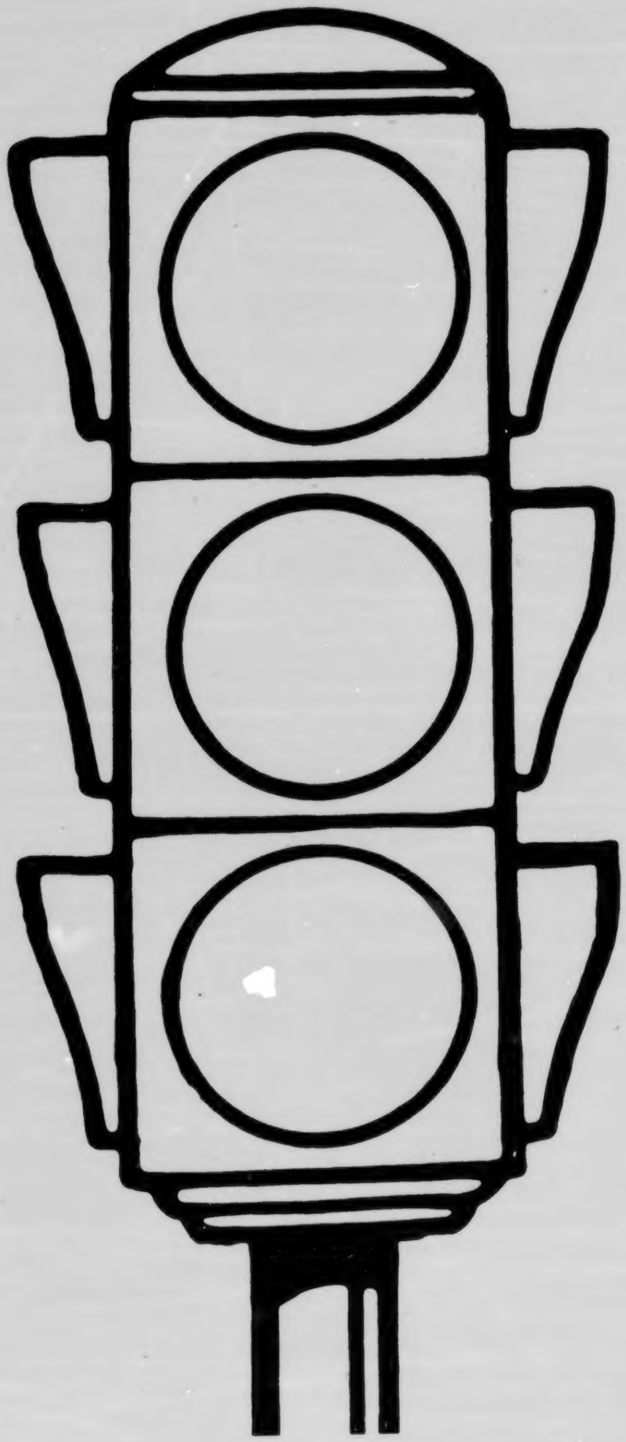
MEETING



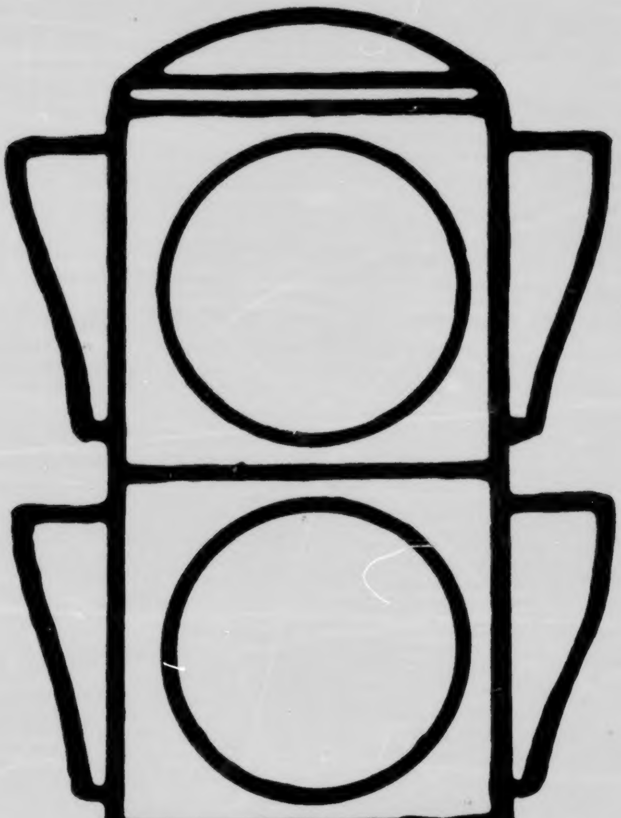




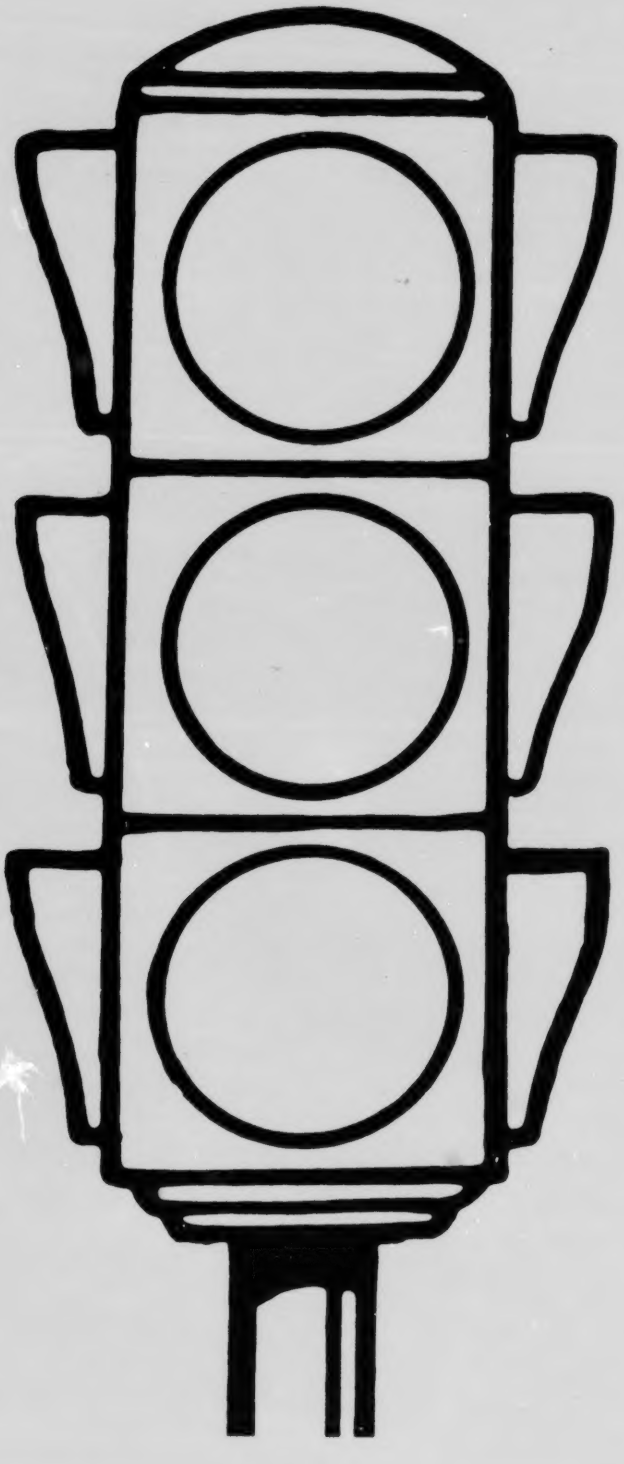
TRAFFIC SIGNAL

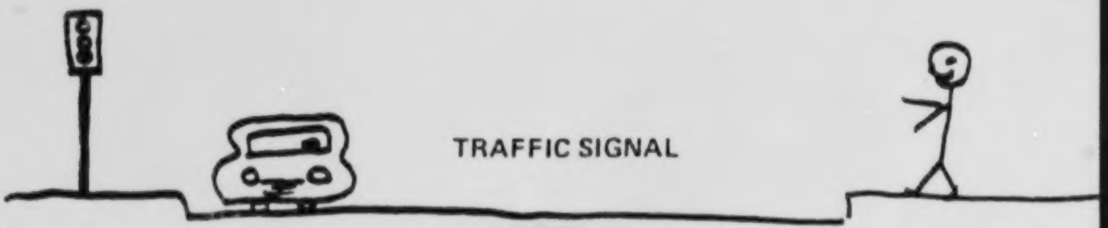


TRAFFIC SIGNAL



TRAFFIC SIGNAL



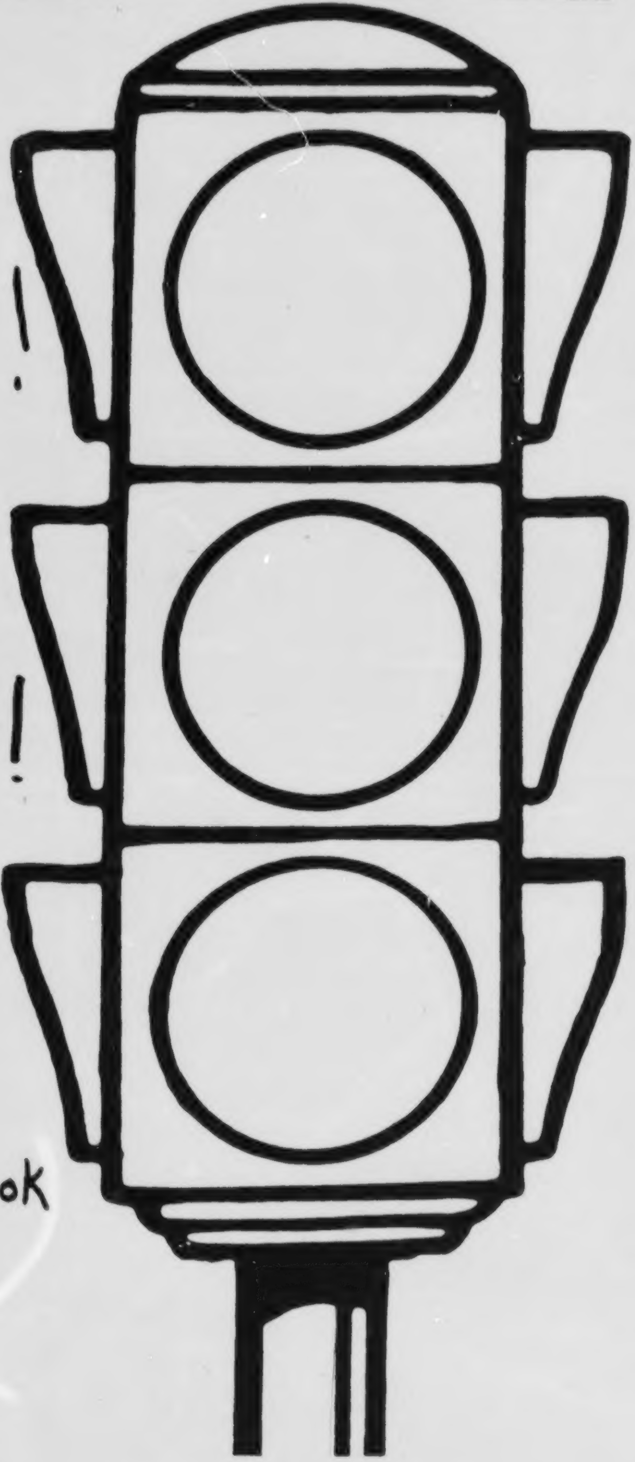


TRAFFIC SIGNAL

Red means
Stop!

Yellow means
Wait!

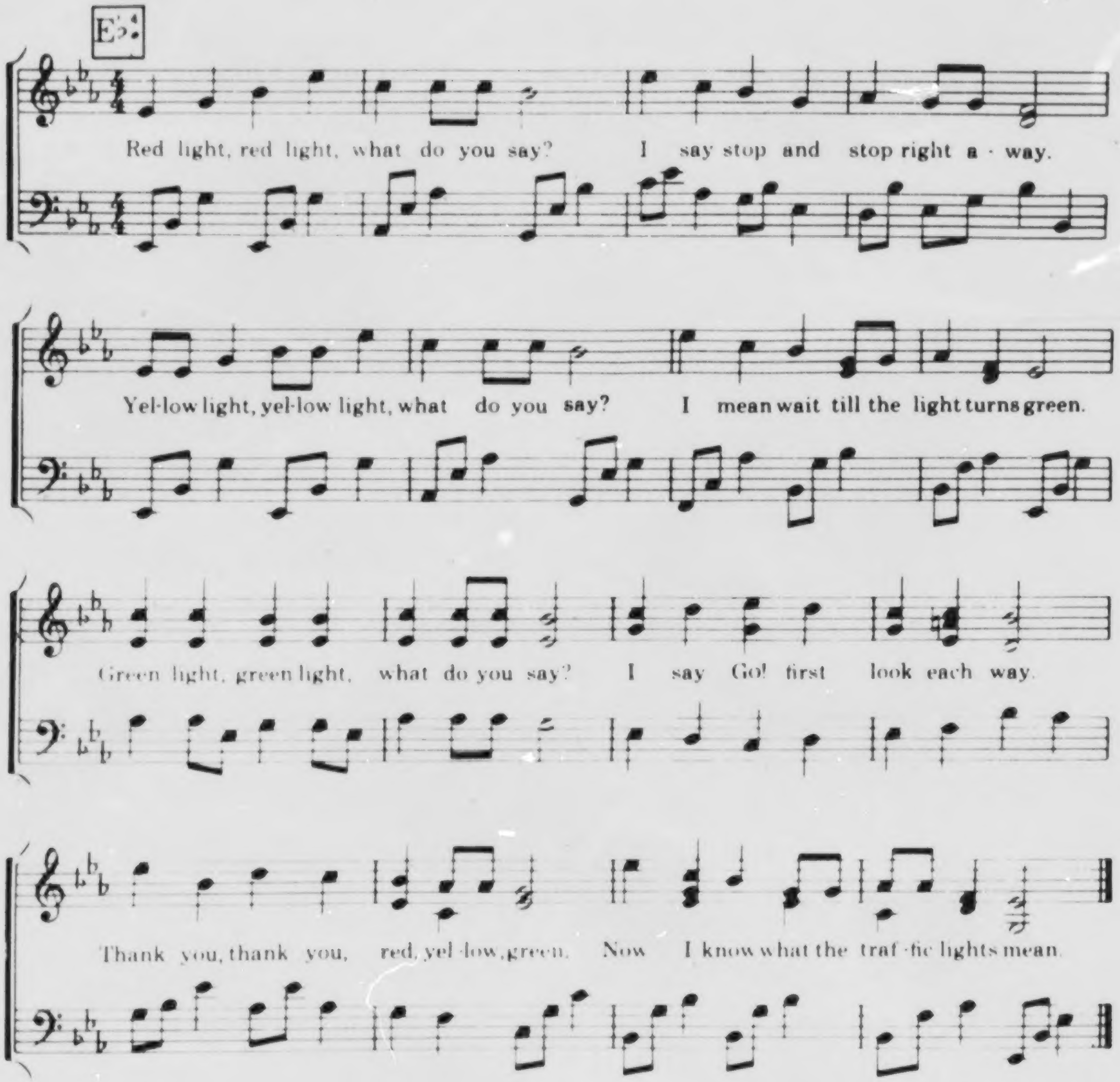
Green means
Go!
But first look
all ways.



The top light is always red in color, the center light is always yellow in color, and the bottom light is always green in color.

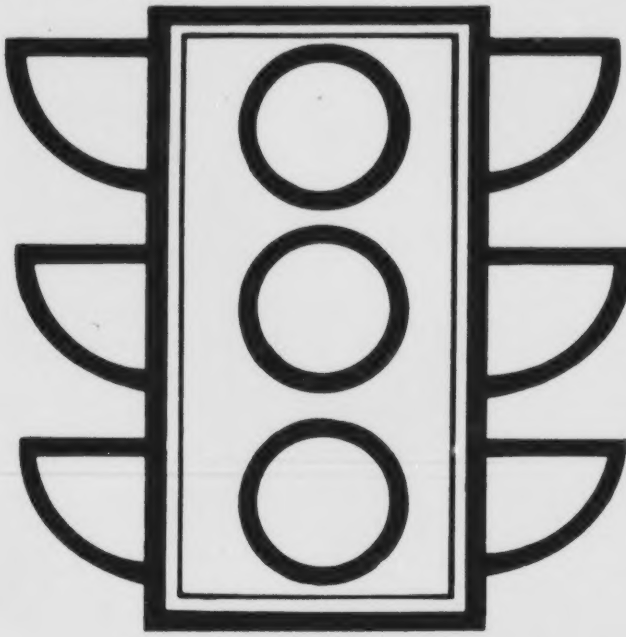
Red, Yellow, Green Light

Melody and Words by Jonn S. Murray

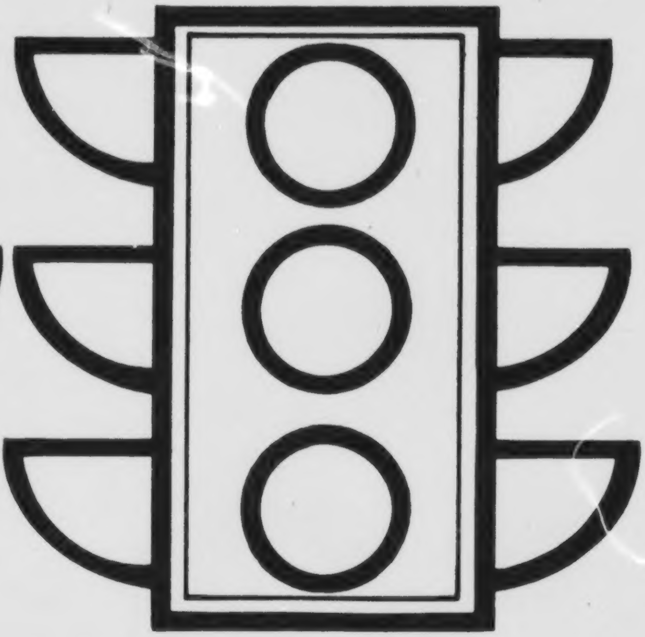

E♭:
Red light, red light, what do you say? I say stop and stop right a - way.
Yel-low light, yel-low light, what do you say? I mean wait till the light turns green.
Green light, green light, what do you say? I say Go! first look each way.
Thank you, thank you, red, yel-low, green. Now I know what the traf-fic lights mean.

NOTE: THESE WORDS MAY BE SUNG TO THE TUNE OF "TWINKLE, TWINKLE
LITTLE STAR,"

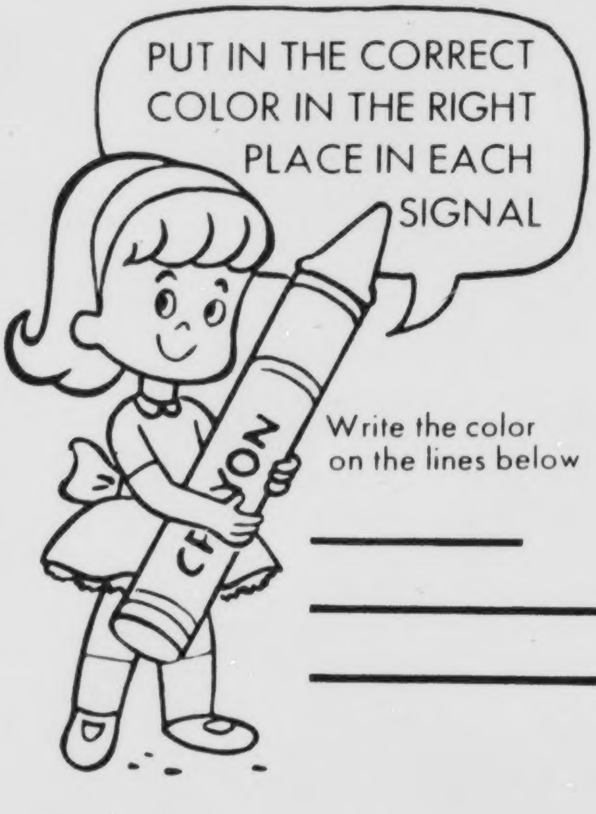
COLOR THE TRAFFIC LIGHTS



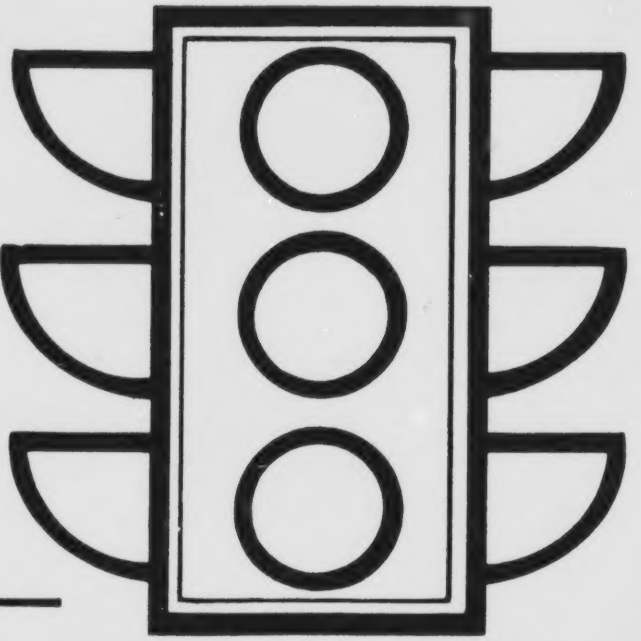
WHAT COLOR IS THE SIGNAL
WHEN IT SAYS STOP?



WHAT COLOR IS THE SIGNAL
WHEN IT SAYS CAUTION?


PUT IN THE CORRECT COLOR IN THE RIGHT PLACE IN EACH SIGNAL
CRAYON

Write the color
on the lines below



WHAT COLOR IS THE SIGNAL
WHEN IT SAYS GO?

LESSON NINE

"THE *WALK* AND *DON'T WALK* LIGHTS"

OBJECTIVE NINE

Given pictures of *WALK DON'T WALK* lights showing either the *WALK* or *DON'T WALK* colors, the student will explain (or demonstrate) the proper actions one would take upon approaching that light.

KEY POINTS

1. A *WALK–DON'T WALK* light tells pedestrians what to do if they want to cross the street.
2. *WALK* means LOOK ALL WAYS, for traffic, THEN GO, if clear.

MATERIALS NEEDED

Pictures accompanying this lesson.

Pictures of the *WALK–DON'T WALK* lights accompanying this lesson. Color the picture showing *WALK* green and the picture showing *DON'T WALK* red. (Activities 1, 2, and 3)

Additional Resource Material

Card 25 a/b of the "Schools, Families, Neighborhoods" Social Studies unit by Field Educational Publications, Inc. has pictures of *WALK–DON'T WALK* signs.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show the students the *WALK–DON'T WALK* lights that you have colored. Tell them you are showing them a *WALK–DON'T WALK* light and that the *WALK–DON'T WALK* light tells pedestrians what to do if they want to cross the street.

Show students the two pictures of *WALK–DON'T WALK* lights in a downtown setting. While showing the Center Street picture, ask which people are waiting and which people are crossing the street. Who has the *WALK* signal? The *DON'T WALK* signal? (A transparency may be used.) Have students seen lights like this? Where?

Fold the *WALK–DON'T WALK* paper in half. Show students the *WALK* side. Ask them what they think the *Green* (emphasize word) means. The Green word means LOOK ALL WAYS, THEN GO, if clear.

Turn the drawing to the *DON'T WALK*. Ask them what they think the *Red* words mean. The Red words mean STOP.

NOTE: Also tell students that the *WALK* light might be white instead of green.

Turn the folded drawing several times, while the students explain the meaning of each side as it is displayed.

2. Set up a simulated street corner. (Directions, Lesson 4.) Have a student hold up either the *WALK* or *DON'T WALK* light. If possible, have this student also display the *Green* traffic light, so students can act as pedestrians and practice obeying the *WALK–DON'T WALK* lights. Be sure they look both ways for vehicles. Remind them to watch the driver's eyes in turning vehicles to be sure they are seen.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Students can play a version of Red-light, Green-light. One student stands in front of the room while the class stands at the opposite end of the room. This leader will hold the signal drawing behind a piece of cardboard or book. When he holds up *WALK*, students walk quietly toward him. When he puts it down, OR holds up the *DON'T WALK* sign, the class must stop immediately.

   Anyone he finds moving after the *WALK* sign is down is out of the game. The first child to reach the front of the room without being caught is the next leader of the game.

4. If possible, take the class to a corner where there is an actual traffic light and have them act out or verbalize the appropriate actions, without crossing. Point out that the traffic light is green, but the signal is *DON'T WALK*; the *WALK–DON'T WALK* signal is the one for the pedestrian to obey.

SUMMARY

Remind the students that the red *DON'T WALK* light means STOP, and green *WALK* light means LOOK ALL WAYS, for turning cars, THEN GO, if clear.

ASSESSMENT PROCEDURE (OPTIONAL)

Show each student a picture of the *WALK* and a picture of the *DON'T WALK* lights. Ask the student to explain (or demonstrate) the action he would take if he wanted to cross the street and saw that particular light. Complete the assessment checklist and give help where needed.

PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

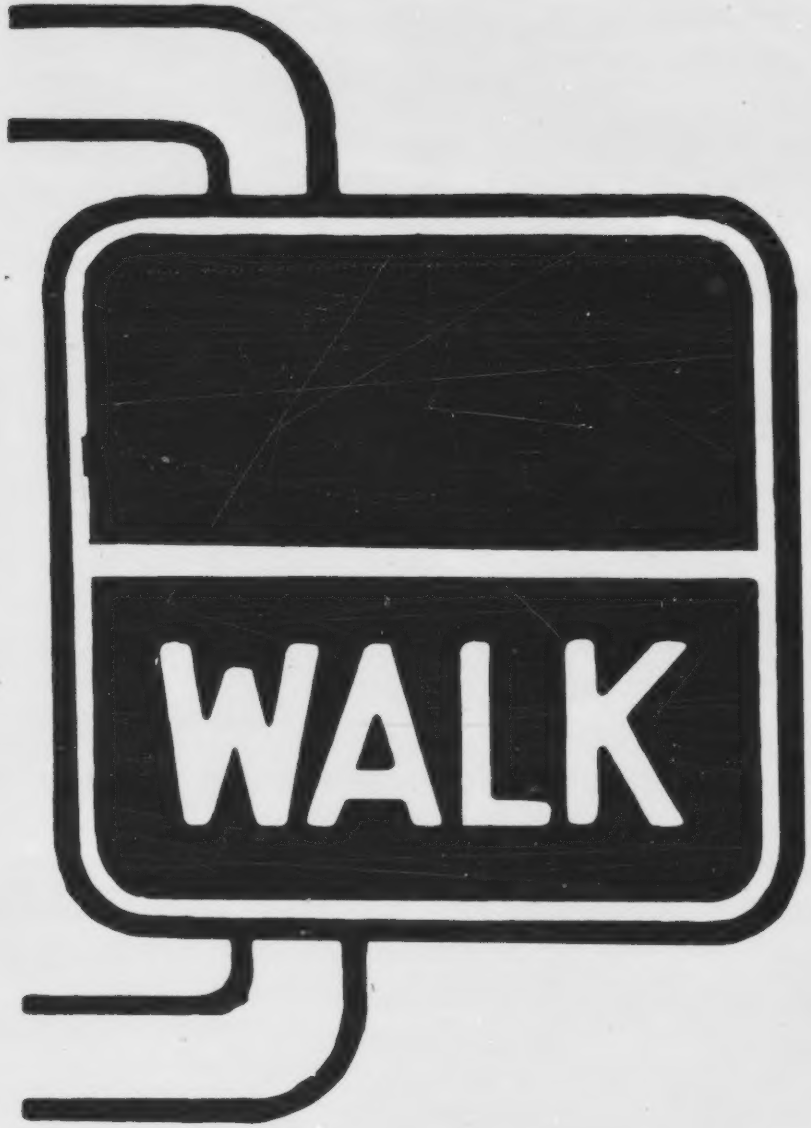
LESSON NINE

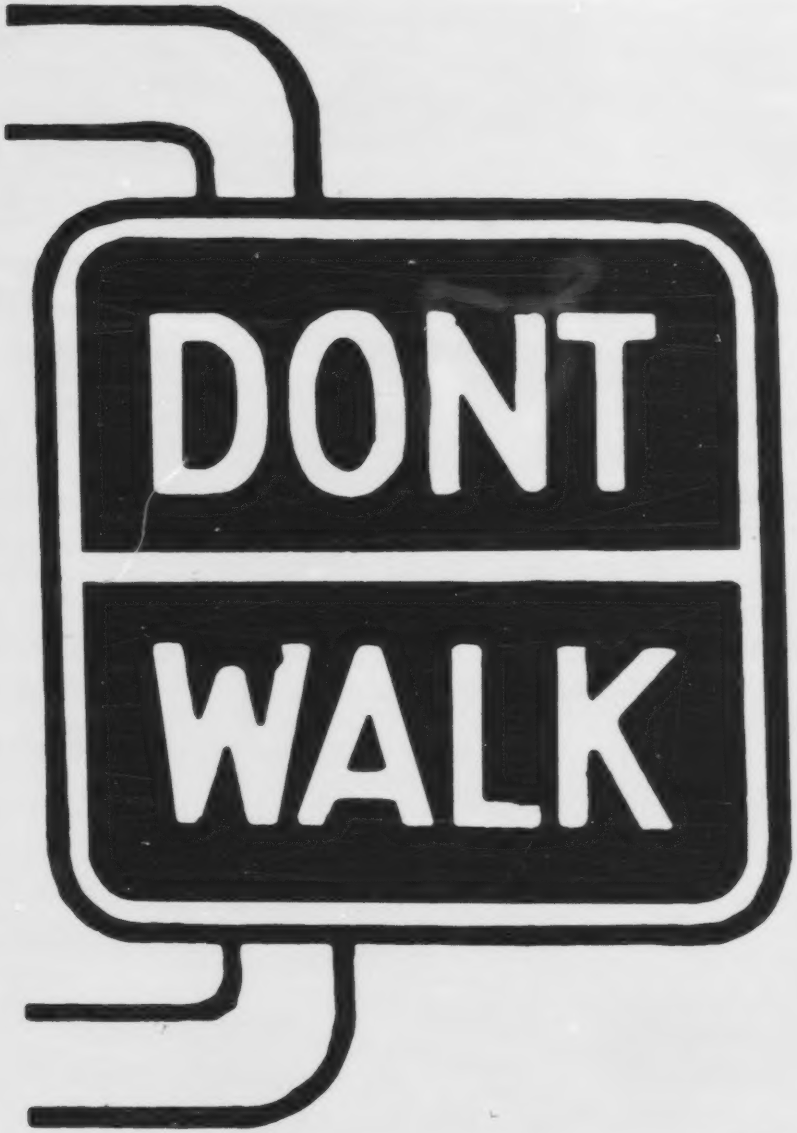
"THE 'WALK' AND 'DON'T WALK' LIGHTS"

INFORMATION SHEET

Young students must learn that just because the *WALK* light comes on they *cannot* immediately step off into the crosswalk without first being sure that all approaching vehicles are going to stop, which is what the light tells them to do. It must be emphasized that the lights are there primarily to direct the vehicles, and the *WALK* light coming on only tells the pedestrian that the other vehicles are going to obey the lights before they leave the relative safety of the sidewalk.

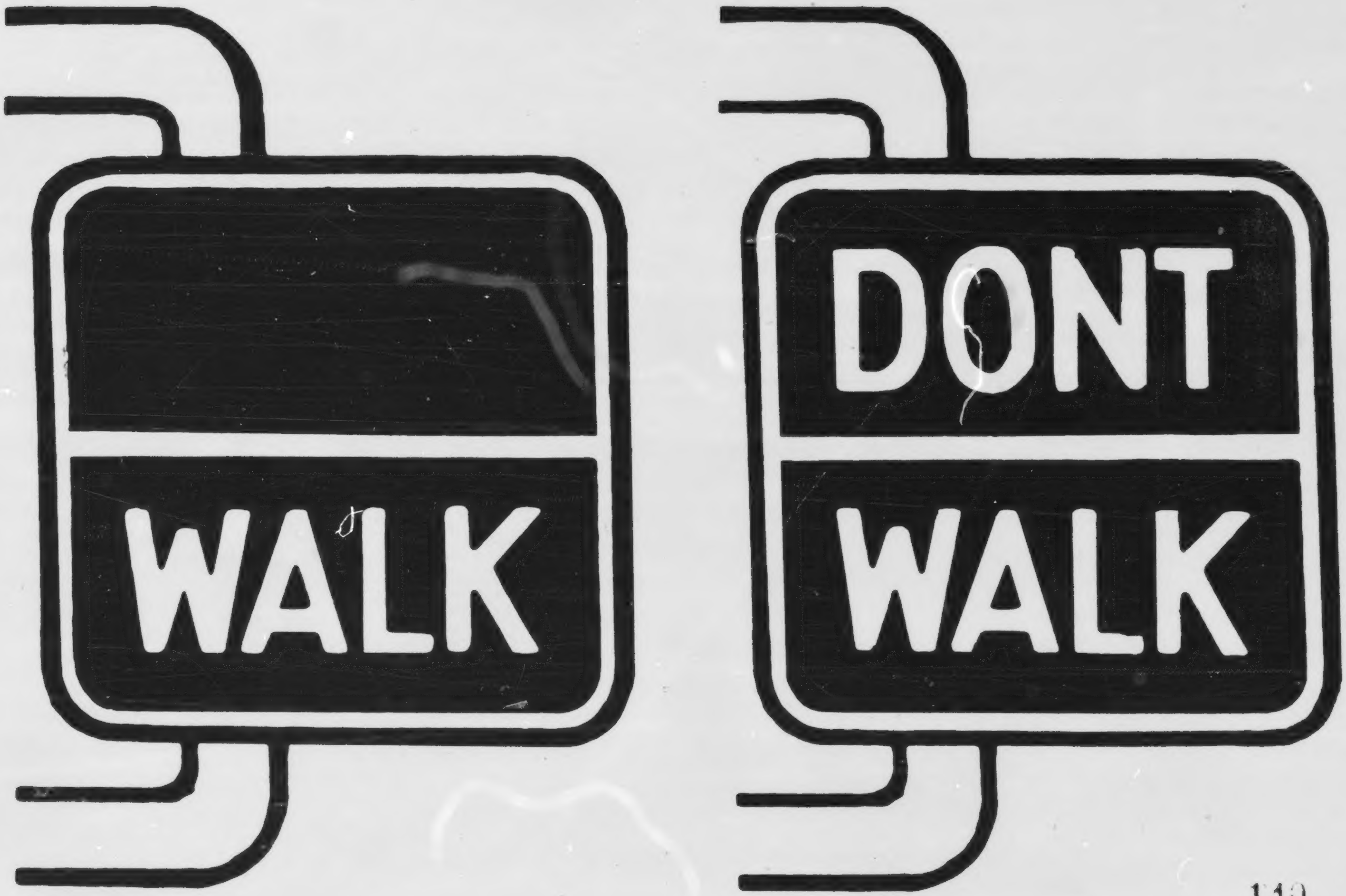
PEDESTRIAN SIGNAL



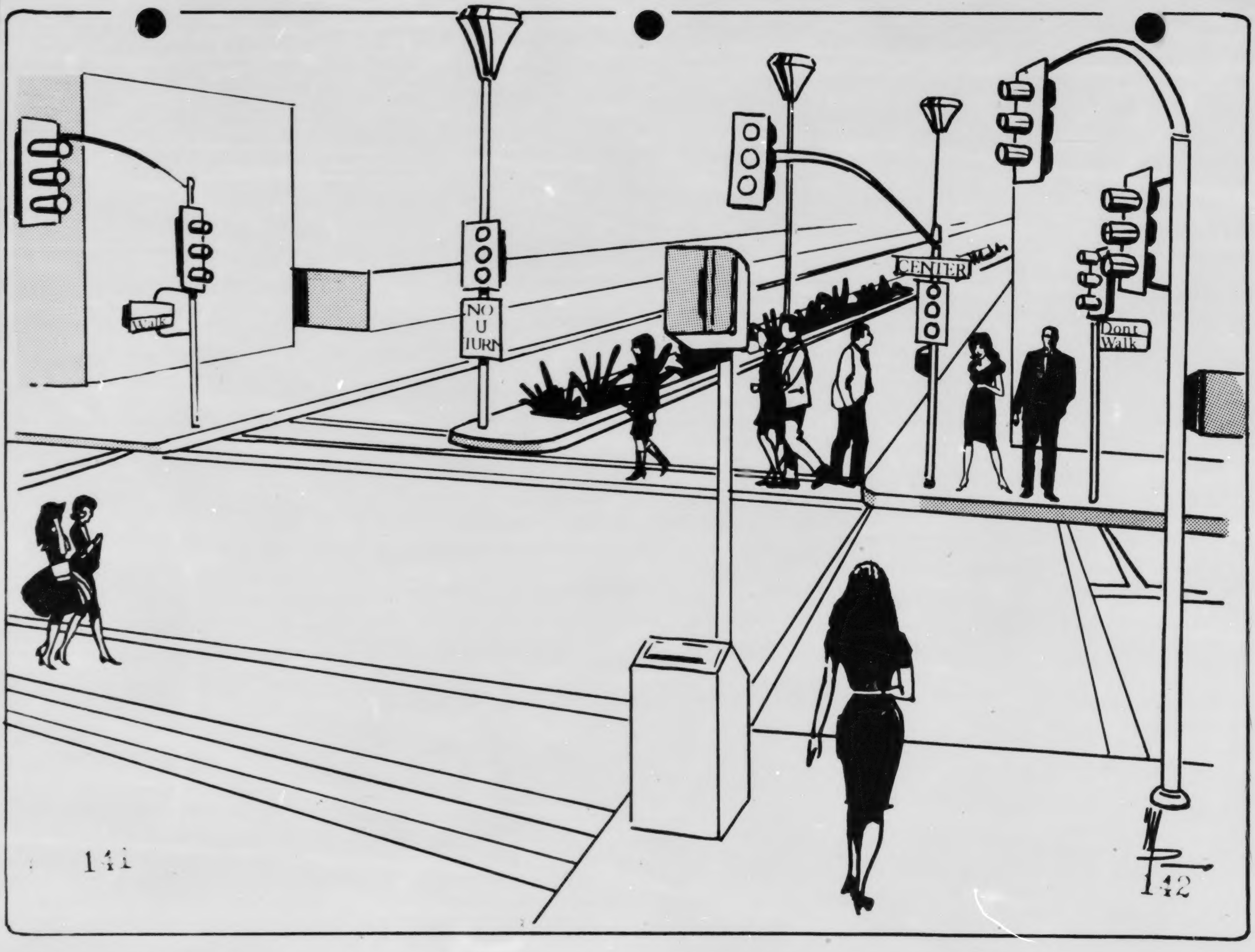


Color **WALK** green, **DON'T WALK** red and the border and support arms yellow.

PEDESTRIAN SIGNAL


WALK
DONT
WALK

Color **WALK** green, **DON'T WALK** red and the border and support arms yellow.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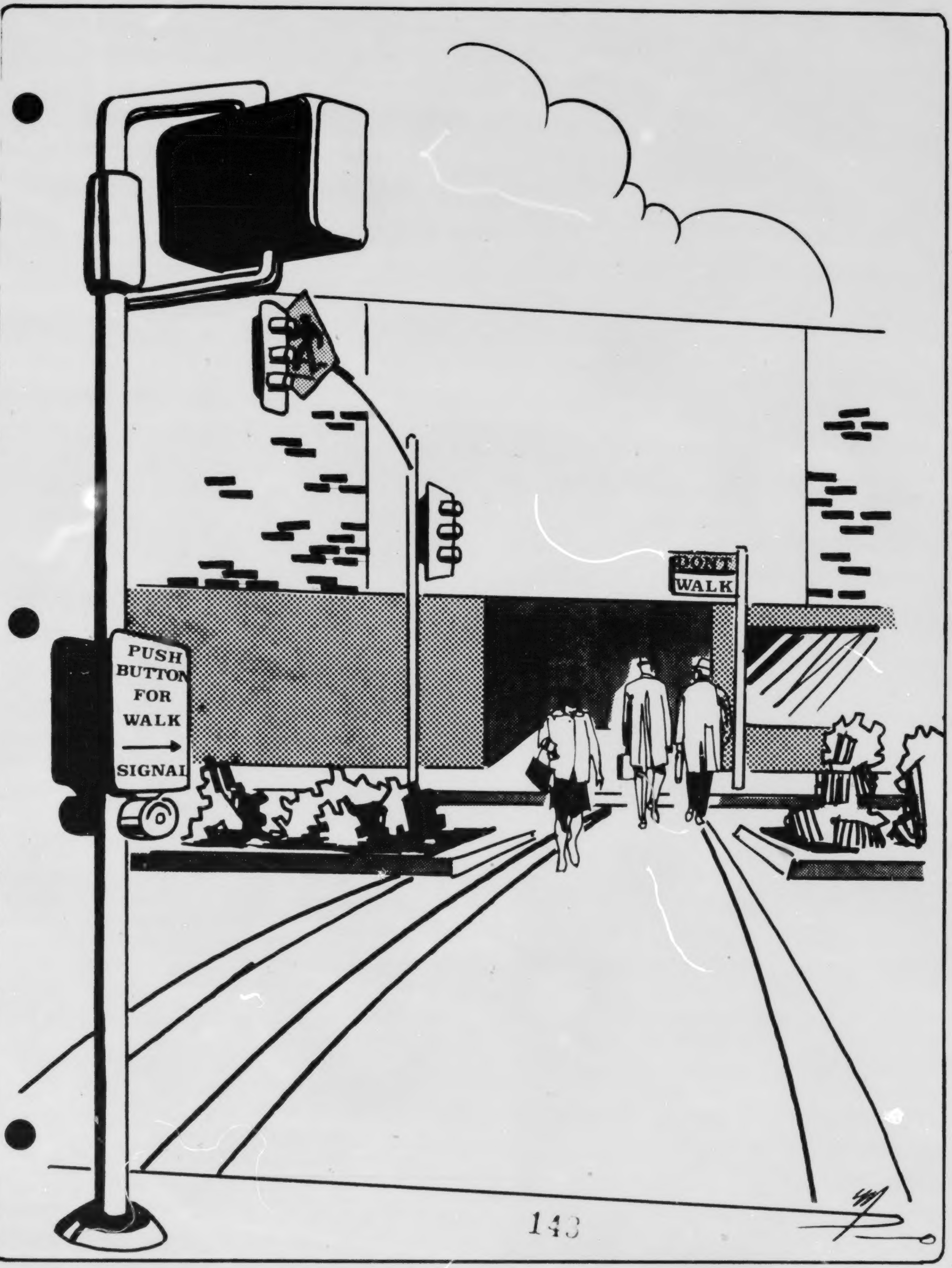
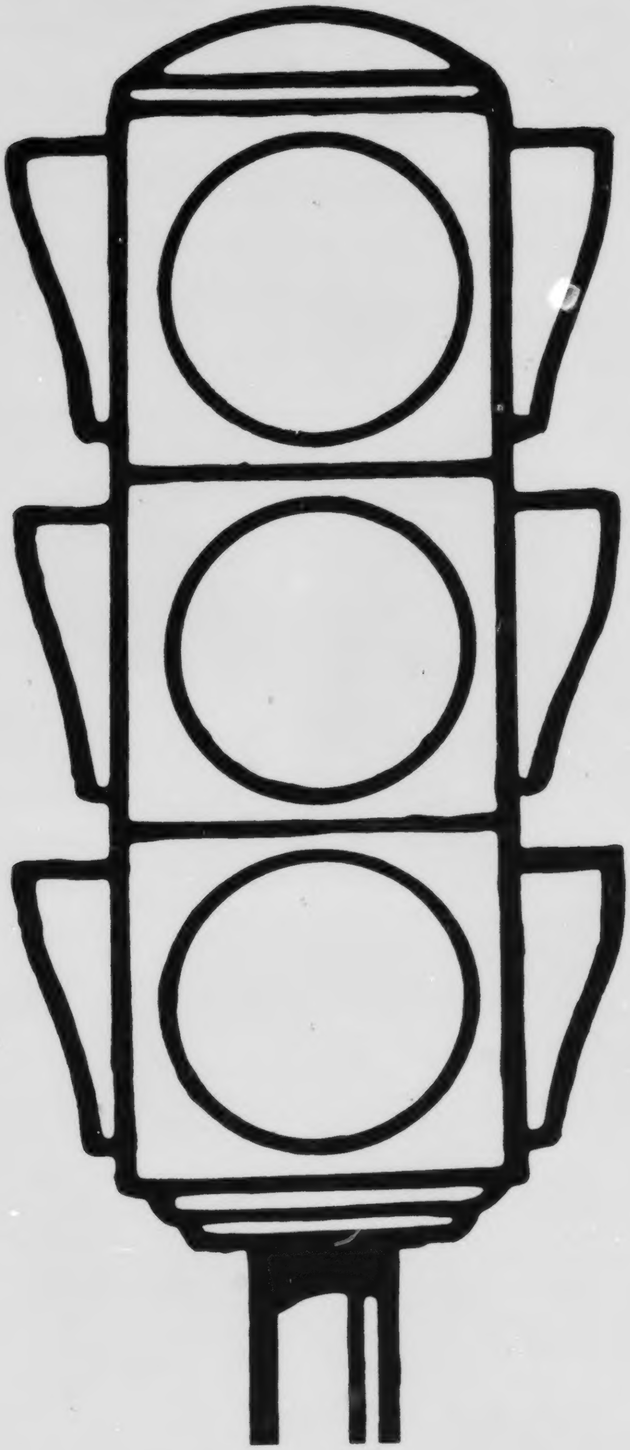
U
TURN
CENTER
Walk
Dont
Walk


PUSH
BUTTON
FOR
WALK
SIGNAL
DON'T
WALK

TRAFFIC SIGNAL



PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON TEN

"THE BUTTON ON THE TRAFFIC LIGHTS"

OBJECTIVE TEN

Given a picture of a traffic light with a push-button control, the student will explain (or demonstrate) the proper actions he would take if he wished to cross the street.

KEY POINTS

1. Some traffic lights and *WALK DON'T WALK* lights have a button that you can push so that the lights will turn green for you and stop the cars.
2. You must wait for the *WALK* or the Green light, then look all ways to make sure cars have stopped, before crossing.

MATERIALS NEEDED

The pictures that accompany this lesson.

Color the *DON'T WALK* light Red and the *WALK* Green, and fold. (Activities 1 and 2)

Color the three traffic light pictures in the appropriate circle. Color one picture red, one yellow, one green. (Activities 3 and 4) A more elaborate signal may be made, if desired. (See Lesson 8, Activity 4)

Masking tape or chalk for a simulated street corner. (Activity 3)

Check with your Audiovisual Department whether mock traffic lights with push-button controls are available for classroom use.

Additional Resource Material

AAA film, "Otto the Auto," Series D. Four five-minute animated cartoons.

Free From:

Special Service Department
ARIZONA AUTOMOBILE ASSOCIATION
748 East McDowell Road
Phoenix, Arizona 85006
Tel: 602-252-7751

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show students the picture of the *WALK–DON'T WALK* light with the large push-button control. Ask students:

   > The lady is crossing the street with the light. What color is the light you see? Does the lady have a *WALK* signal or a *DON'T WALK* signal?

   Tell the students to pretend they want to cross the street and they see the *DON'T WALK* light. Then show them the pictures of the large push-button and the *DON'T WALK* light (with *WALK* on the opposite side). Ask one of the students to demonstrate what he would do. When the student touches the button on the picture, wait a second or two, then replace the *DON'T WALK* with the *WALK* light. Repeat this with several other students taking turns.

   NOTE: Remind the students that the light might not change as soon as they push the button. They should wait until the light actually changes.

2. Show the students each of the three signal lights you have colored.

   Show the Red, and ask, "What does this signal mean?" (Stop)
   "Red means ___________."

   Then show the Yellow. "What does this signal mean?" (Caution, wait, be careful)
   "Yellow means ___________."

   Show the Green, "What does this signal mean?" (LOOK to be sure no cars are coming, then go if clear)
   "Green means ___________."

   Repeat with signals until the students show ability to recognize color and placement meaning.

Next, show students the picture of the push-button and the Red light. Ask one of the students to demonstrate what he would do if he wanted to cross the street. When the student pushes the button on the picture, wait, then replace the Red light with the Green light. Repeat this with several other students taking turns.

3. Using your simulated street corner (Directions, Lesson 4), have students demonstrate use of the push-button for crossing the street. Be sure to look for the following: (a) Approach corner, push button, wait; (b) When Green light or *WALK* comes on, LOOK all ways to make sure traffic has stopped, then cross if clear; (c) Step up on curb. (Some students might simulate approaching traffic.) The key points in Lesson 7 ("How to Cross the Street") may be reviewed with the students, if desired.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Teach the children the poem, "Push-Button Light."

Push-Button Light

I like to push the button
That works the traffic light.
It asks the cars to stop for me
As it lights up so bright.

I push the button firmly.
I was very quick to learn
When I see the cars all stop
I know it is my turn.

5. If there is a push-button signal nearby, take the students there to see what the push-button and signal actually look like at an intersection. If not, ask students to look for traffic signals near the school or their homes, and report to the class where they found a signal with a push-button. They may ask their parents if there is a push-button nearby. If students have become aware of signals, be sure to review the safety procedures.

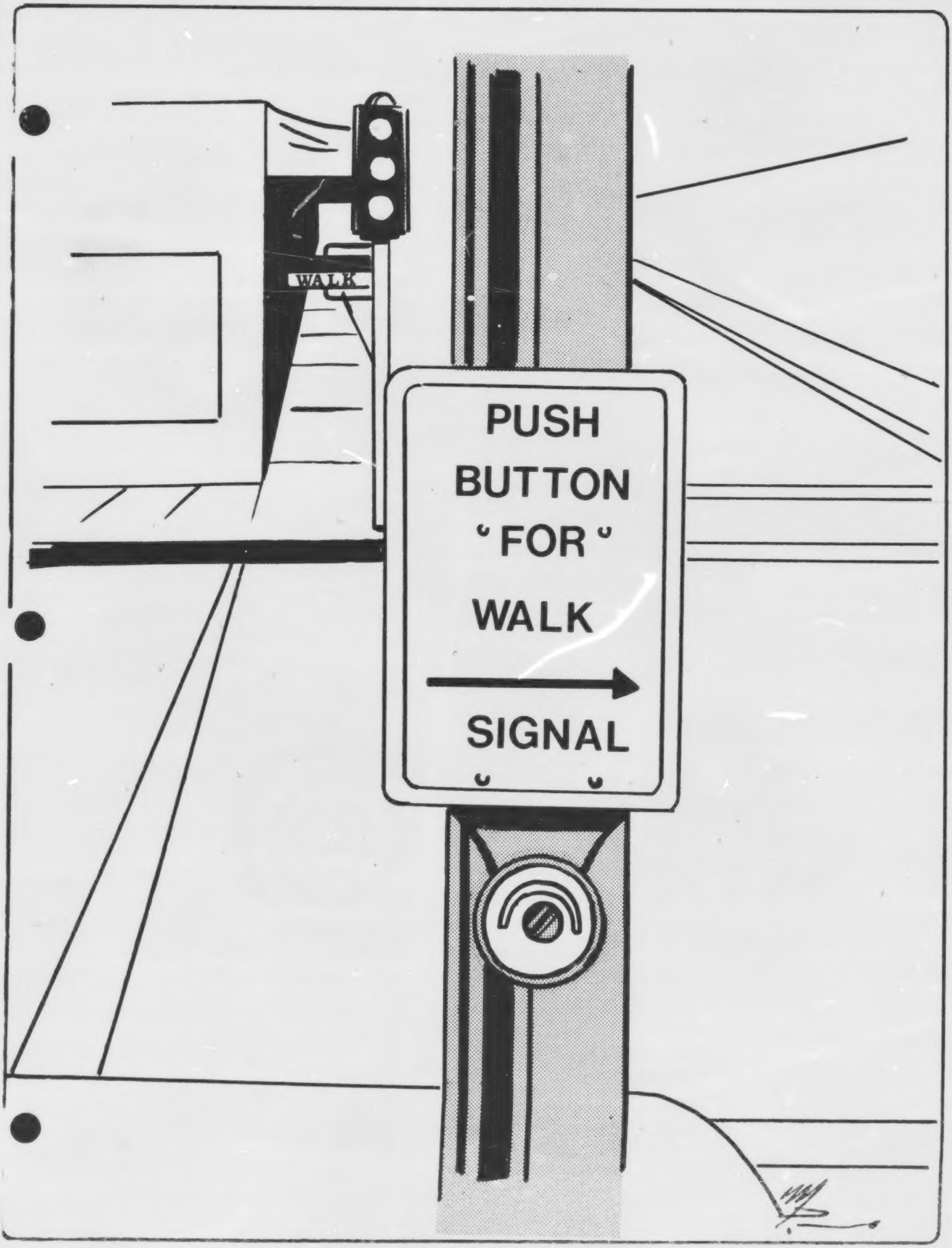
6. Show the three pictures with Betty and Jim crossing the street. Ask a student to tell a story about the pictures. Ask, "Why are Betty and Jim standing by the corner?" "What must they do if they want the light to change?" "Why did they start to cross the street?" and similar questions. Students may be given a dittoed copy to color, and take home. Note the location of the signal and marked crosswalk for the students.

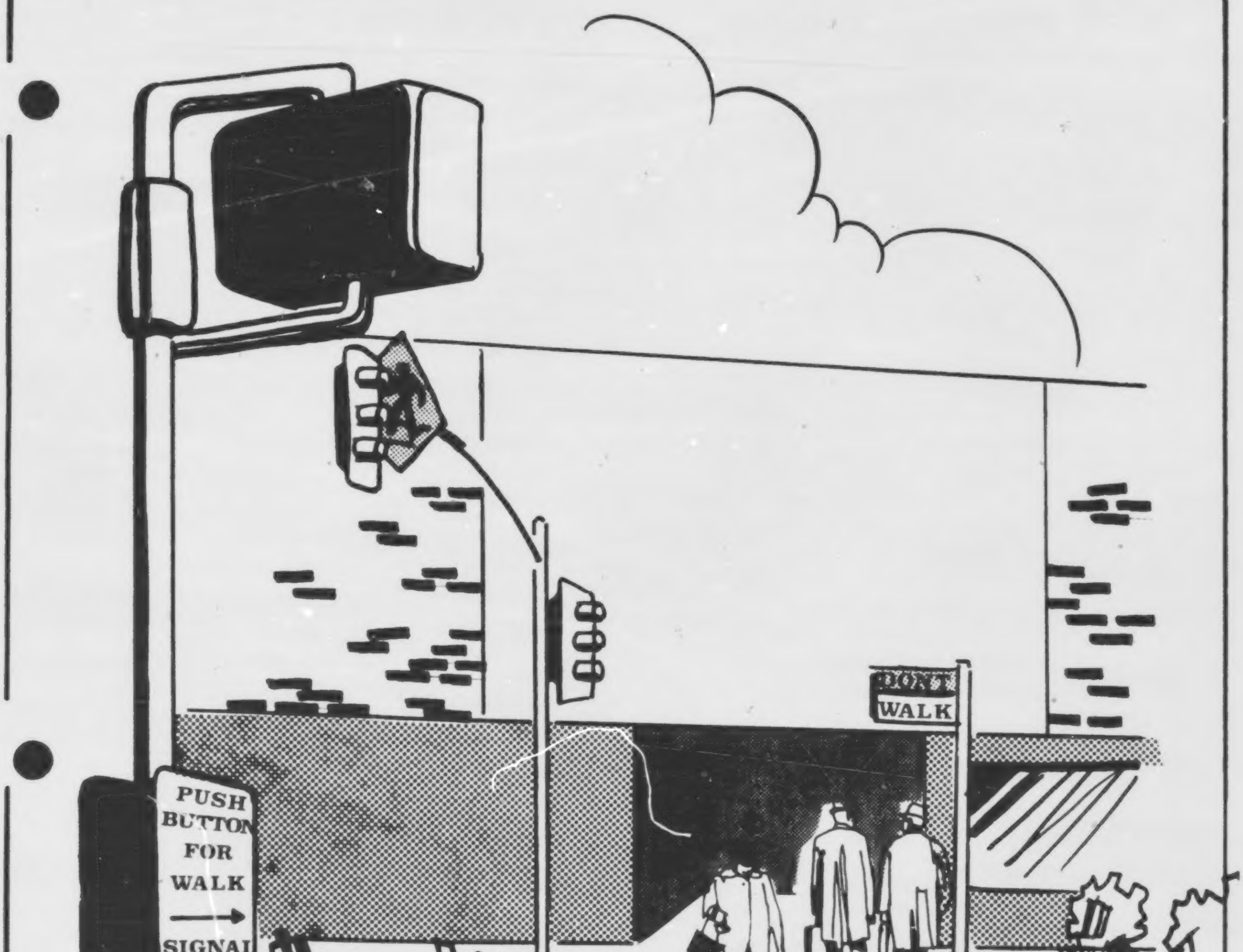
SUMMARY

Remind the students that if they want to cross the street and they come to a red light, or red *DON'T WALK* light, they should push the button on the pole (if there is one) and then wait for the light to turn green or for the *WALK* signal.

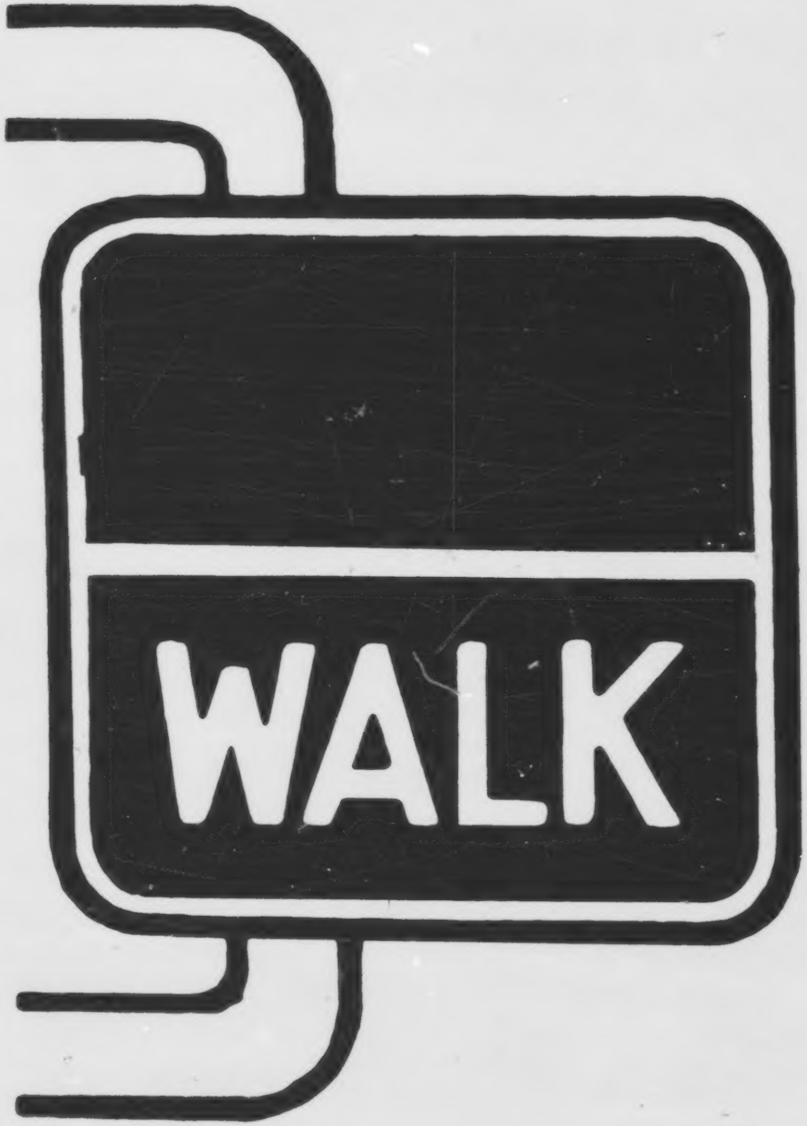
ASSESSMENT PROCEDURE (OPTIONAL

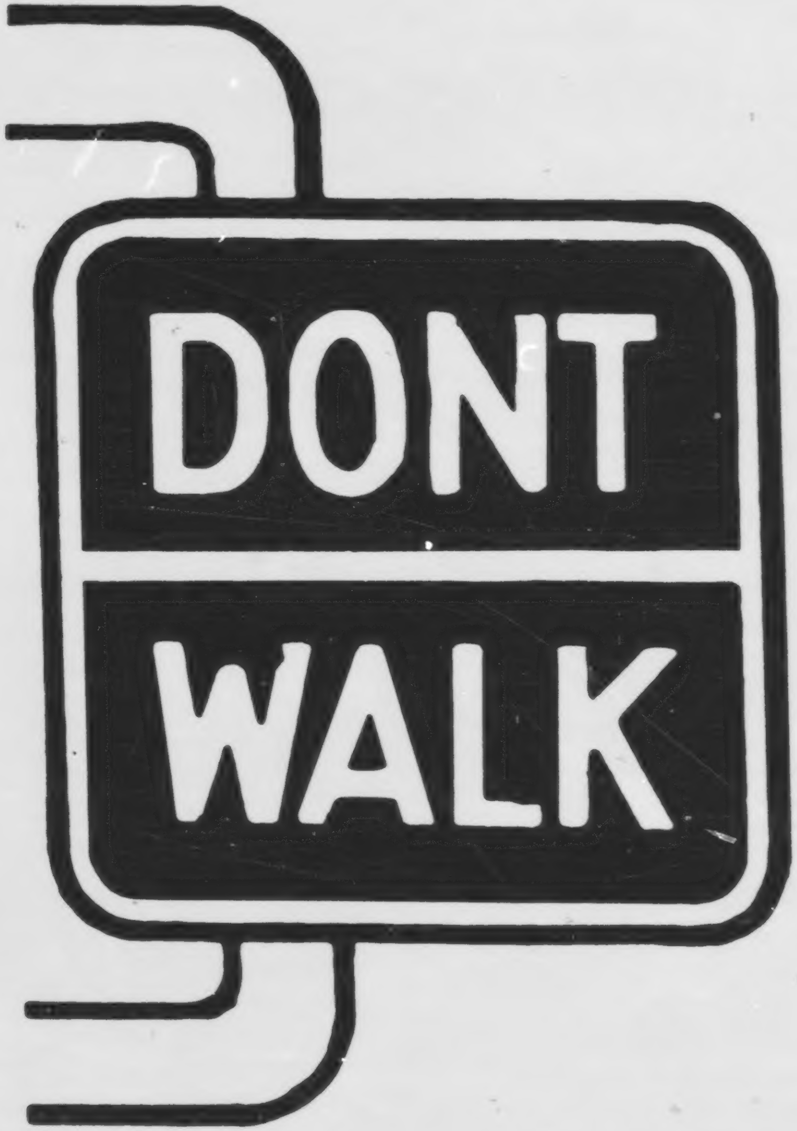
Follow the procedure described in Activity 3 of the Suggested Activity section of this lesson with each student. Complete the assessment checklist (in "Using This Program").


WALK
PUSH BUTTON "FOR" WALK SIGNAL


PUSH BUTTON FOR WALK
→
SIGNAL
DON'T WALK

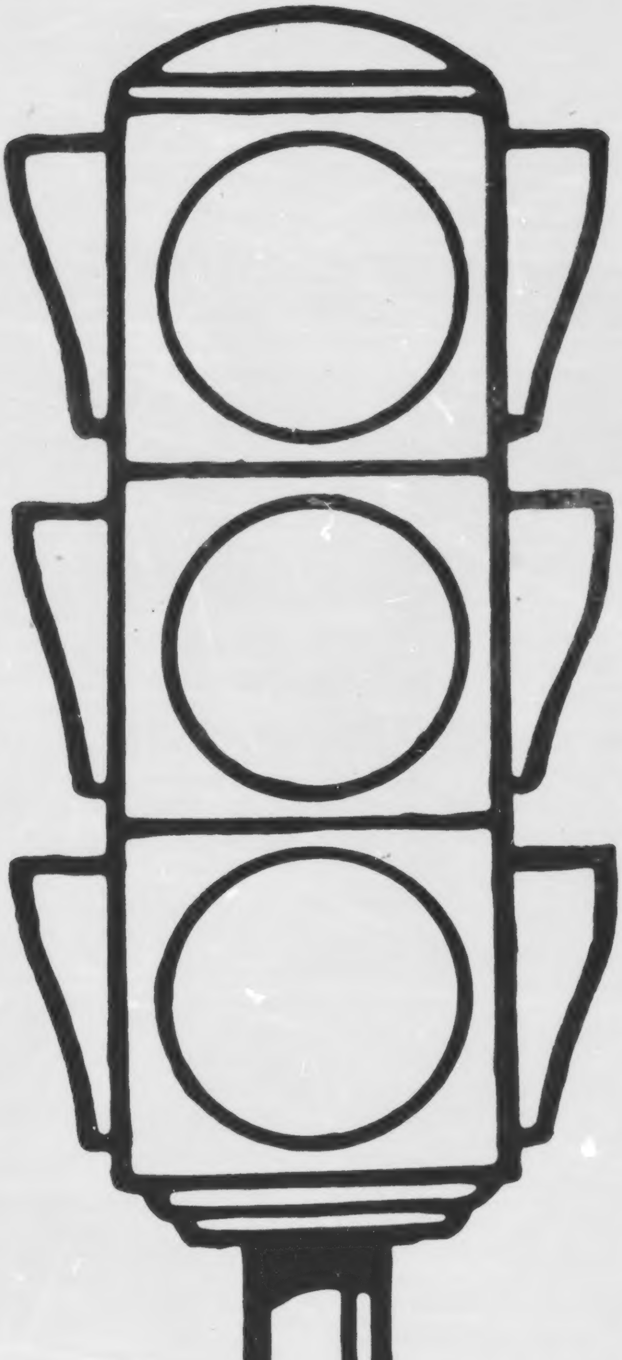
PEDESTRIAN SIGNAL



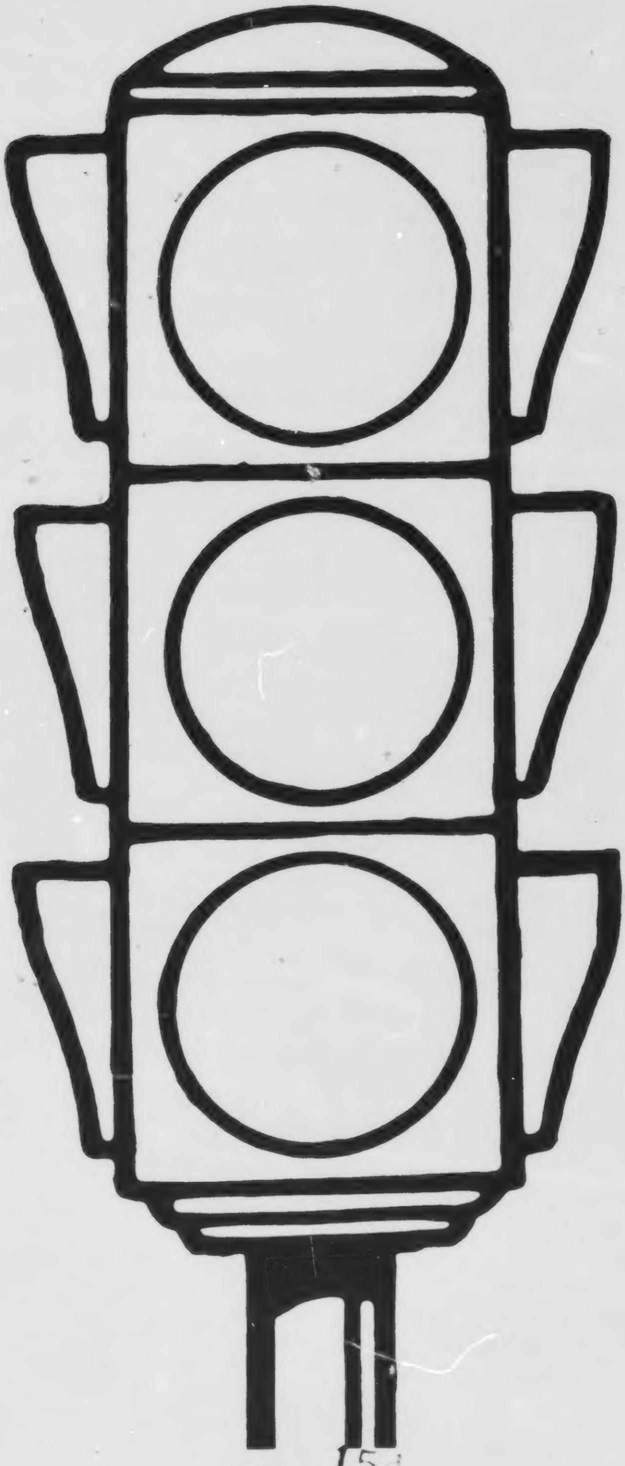


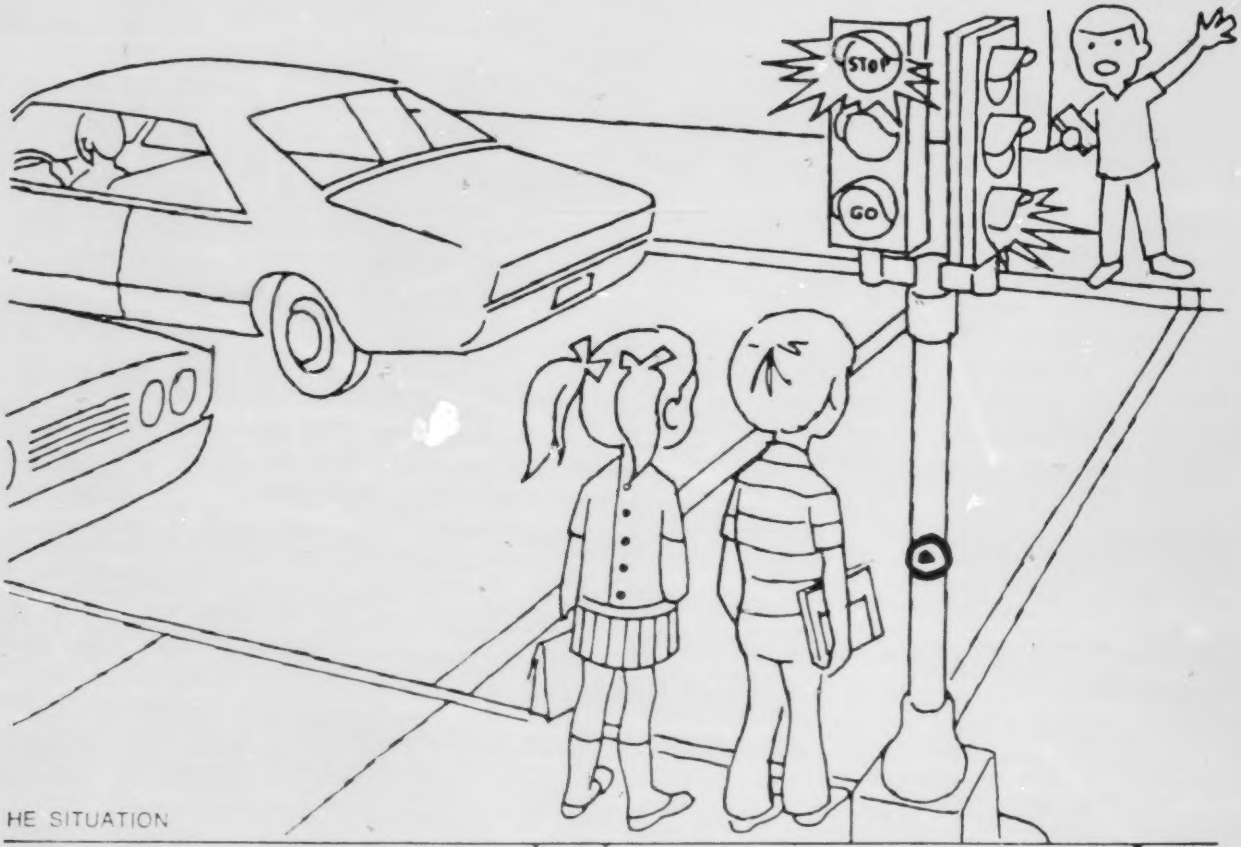
Color **WALK** green, **DON'T WALK** red and the border and support arms yellow.

TRAFFIC SIGNAL

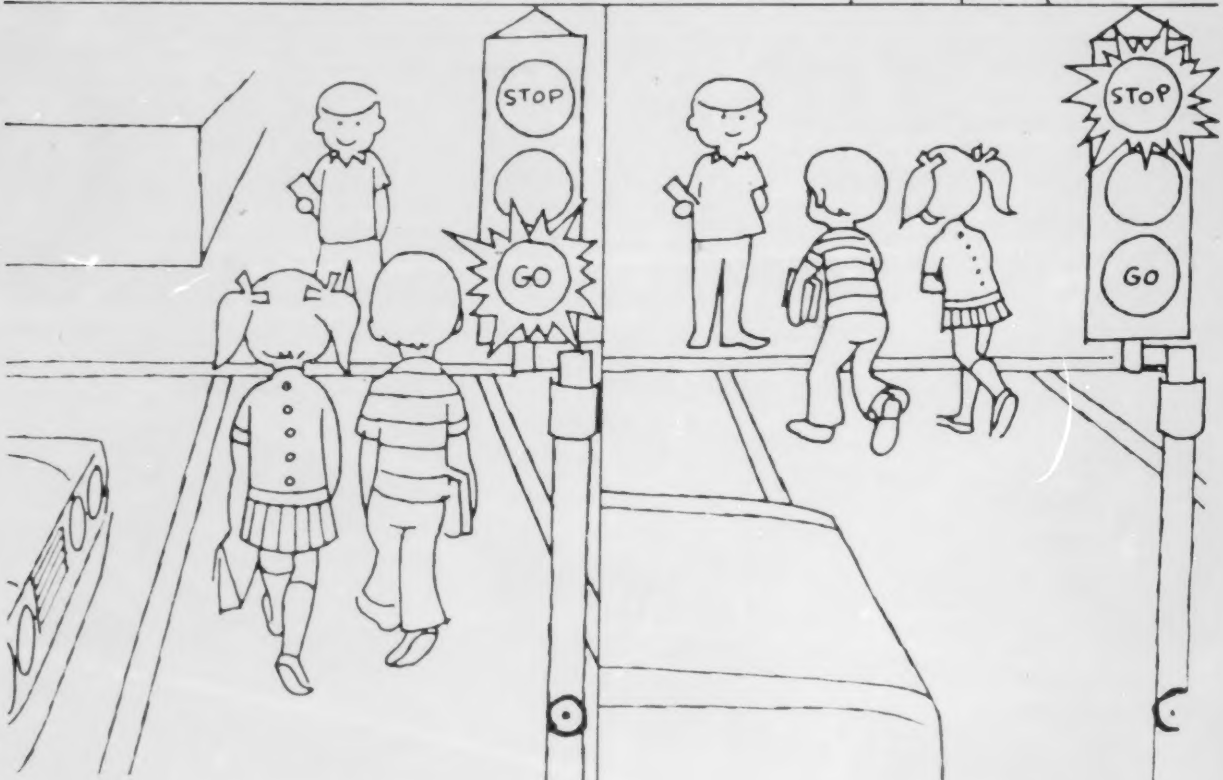


TRAFFIC SIGNAL





HE SITUATION


STOP
GO
STOP
GO

PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON ELEVEN

"RAILROAD CROSSING SIGNS AND LIGHTS"

OBJECTIVE ELEVEN

Given a picture of the railroad crossing sign, or railroad track, the student will explain (or demonstrate) the proper actions he would take upon approaching that sign or track.

KEY POINTS

Before students begin to cross a railroad track they should:

a. *STOP.*

b. *LOOK* both ways for a train.

c. *LISTEN* for a train whistle.

d. If a train is coming, they should wait until it passes.

MATERIALS NEEDED

The pictures and story accompanying this lesson.

Make a copy of the round R–R sign for each student. Yellow crayons. (Activity 1)

Paper, pencil, crayons. (Activity 5)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Give each student a copy of the round R–R sign to color as instructed.

Show students the pictures of the X crossing sign, the round R–R sign, the flashing lights and guardrail. Explain that these signs and signals mean that there is a railroad crossing ahead–people and cars must stop for a train. Show the picture of the railroad tracks.

Explain to the students that before they cross a set of tracks, they should:

a. *STOP*

b. *LOOK* both ways for a train.

c. *LISTEN* for a train whistle.

If a train is coming, they should wait until it passes before crossing the tracks. Also, they should cross without delay and watch very closely where they step so they do not stumble or fall as the tracks are usually very uneven and hazardous.

2. Put vocabulary on board: "STOP" "LOOK" "LISTEN." Teach students the poem:

> Stop *when you see railroad tracks,*
> Look *both left and right.*
> Listen *for the whistle.*
> *Then do what is right.*

Students act out the words, beginning walking in place, stopping, looking, listening, etc.

3. Designate a railroad crossing in the room. Have approximately one-half of the students form a train. Some students can hold the crossing signs. The other half of the class divides into small groups of three or four and pretends to be in several cars approaching the tracks.

The "cars" demonstrate how they would act, approaching a railroad track–STOP, LOOK, LISTEN. The train must not slow down if a car is on the track, but only whistle. The students can then realize that a train will not stop for them. If there is time, have the children change places so they can practice proper actions at a railroad crossing.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Read the story, "An Approaching Train," to the students. While reading, have someone hold up the picture. (The tracks are on either side of the title.) Modify the story for younger students.

NOTE: In paragraph 2, point, or have someone else point, to the red blinking lights and guardrails, so the children can relate them to the story.

"Twenty-five yards" in paragraph 4–try to relate this distance to a known structure for distance perception (i.e., "three times the length of your room").

Ask the decision time questions, adding anything necessary. OR students may act out what they would do.

5. Have students draw and color a picture of a train, and draw the signal or signs. The teacher can ask them to describe what they should do if they see these signs.

6. Teach the "Train Chant" to the class.

Train Chant

Teacher:
Clickety Clack, Clickety Clack (rhythm sticks)
Do you hear the train on the trickety track

Child: (Repeat)
Clickety Clack, Clickety Clack
I hear the train on the trickety track.

Teacher:
Ring a ding ding, Ring a ding ding (ring the triangle)
Do you hear the crossing signal ring.

Child:
Ring a ding ding, Ring a ding ding
I hear the crossing signal ring

Teacher:
Step-step-beat, Step-step-beat
Do you hear the children's marching feet? (marching movement)

Child:
Step-step-beat, Step-step-beat
I hear the children's marching feet.

Teacher:
What do you do, what do you do
When you hear a train is coming through?

Child:
Clop-a-de-clop, Clop-a-de-clop
We see the train and STOP, STOP, STOP (clap hands)

SUMMARY

Review the key points of the lesson.

a. *STOP*

b. *LOOK* both ways for a train.

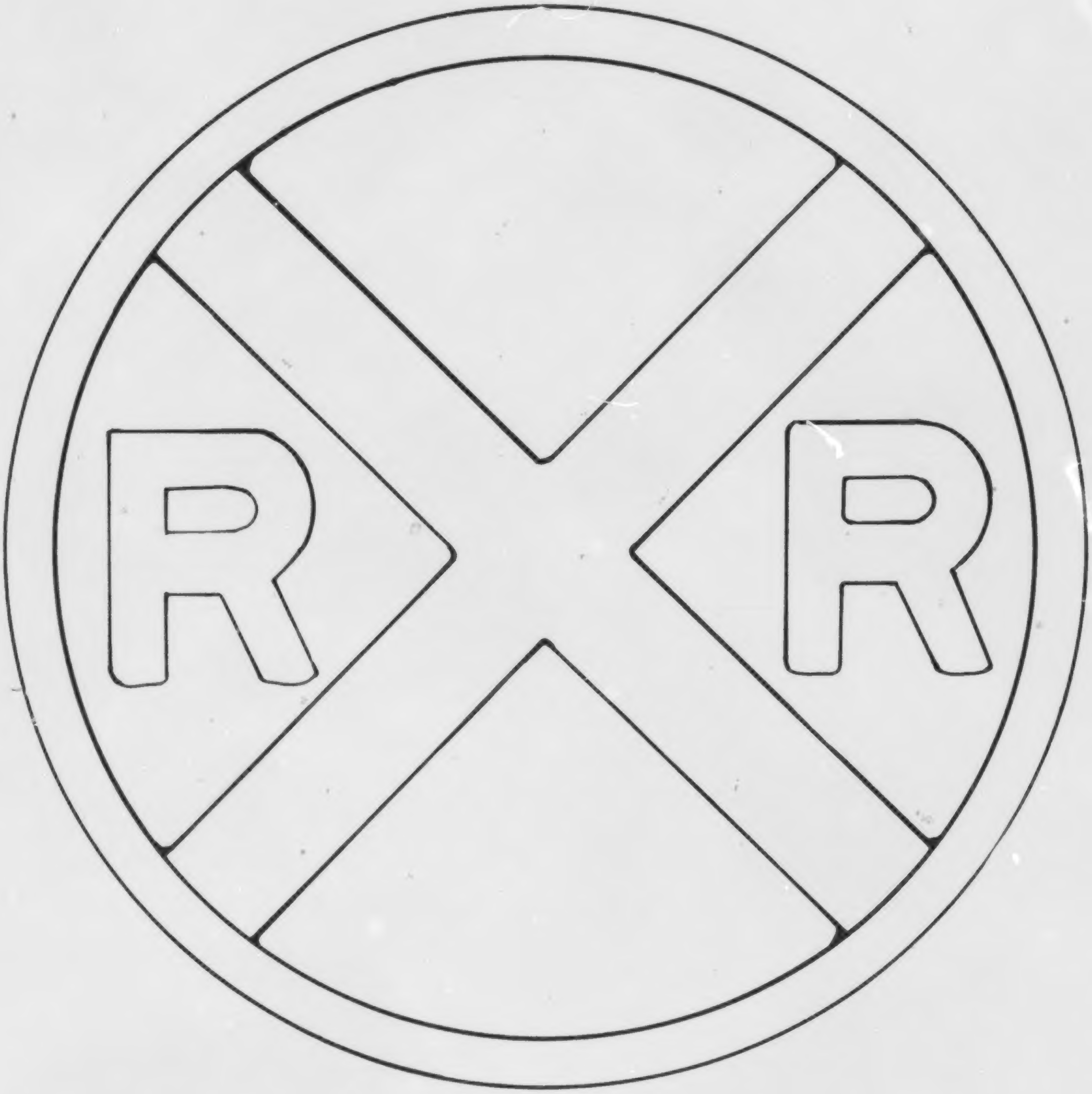
c. *LISTEN* for a train whistle.

d. If a train is coming, wait until it passes.

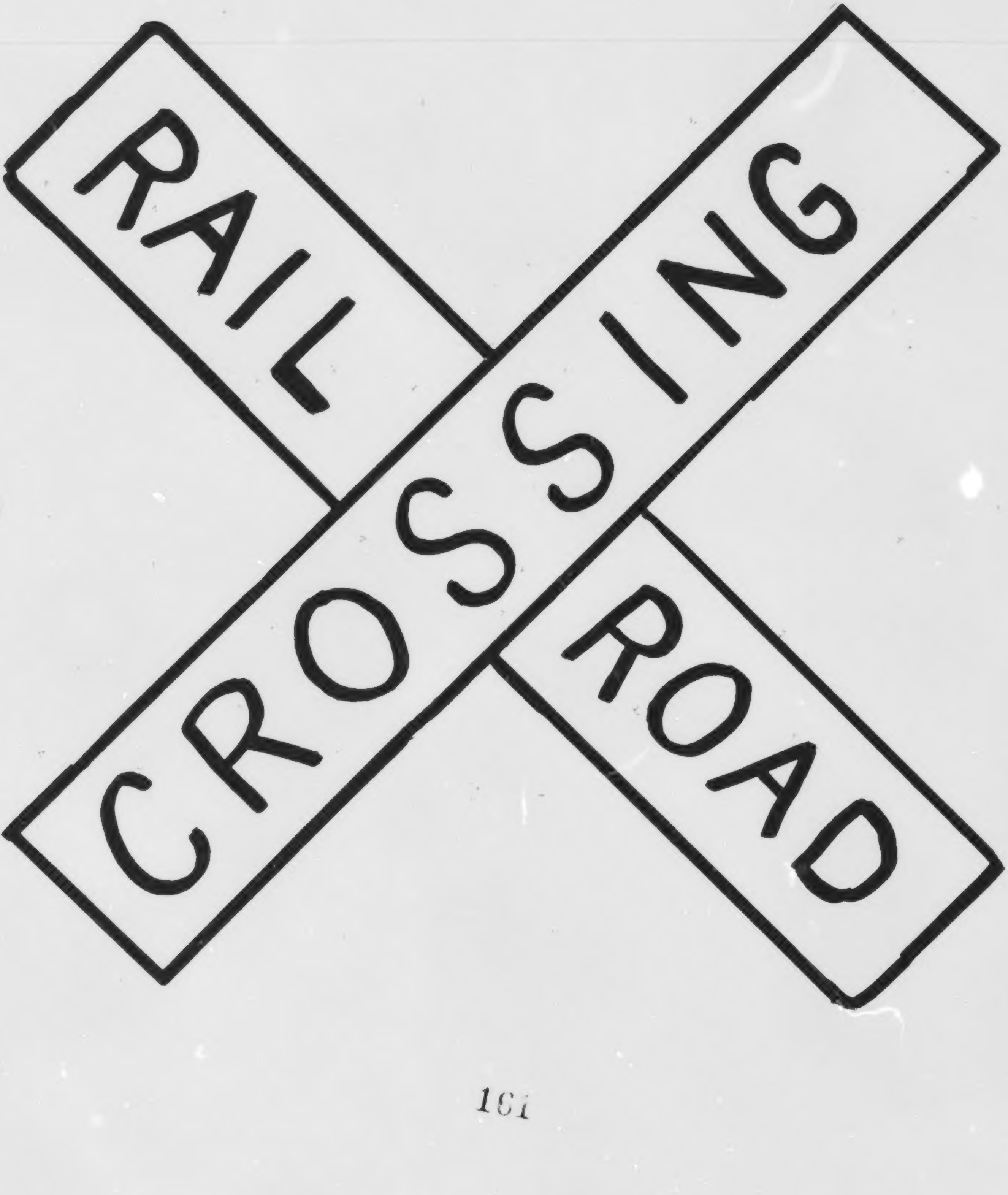
ASSESSMENT PROCEDURE (OPTIONAL)

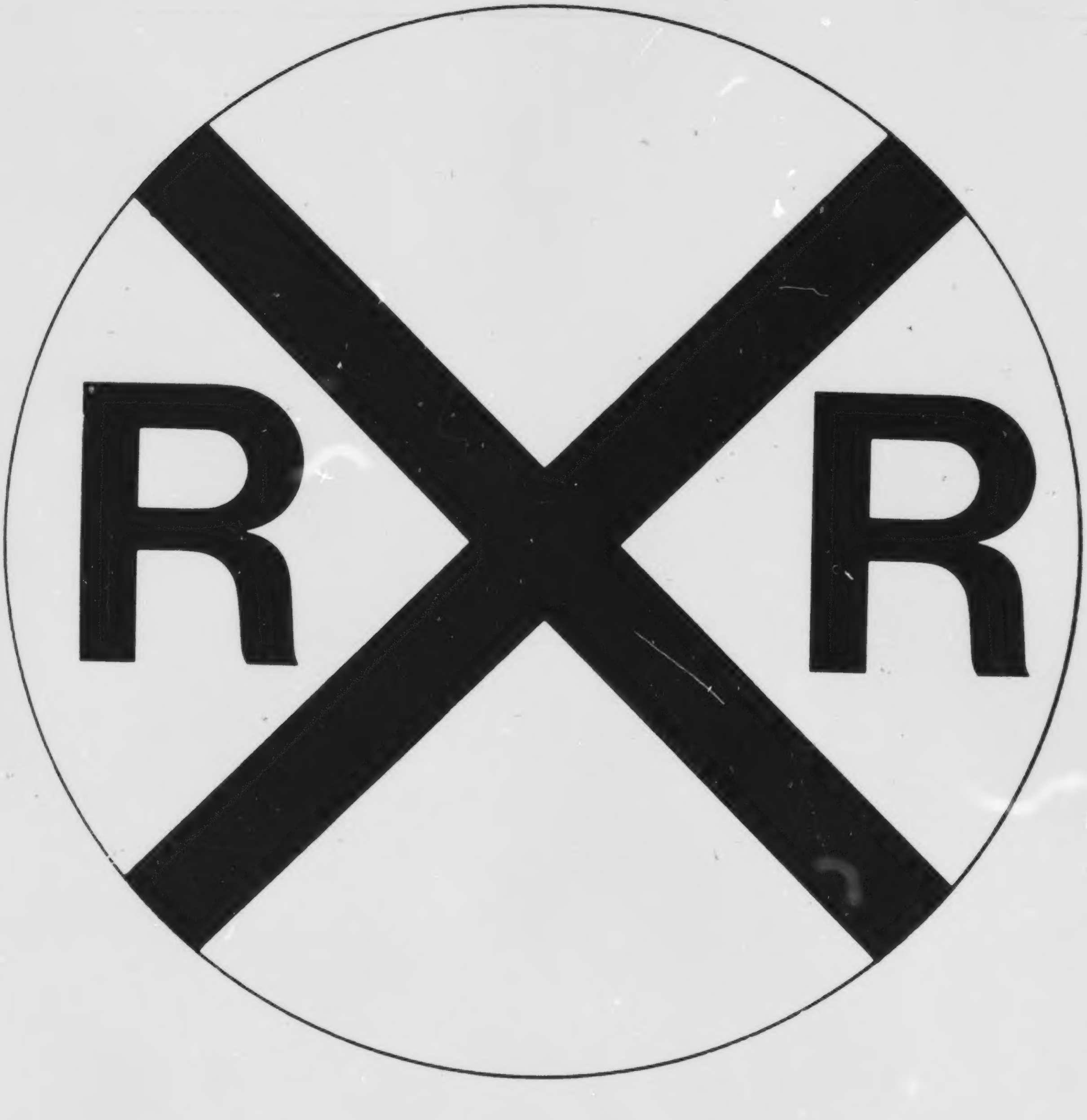
Show each student a picture of one of the railroad signs and railroad tracks. Ask the student to describe (or demonstrate) the action he would take upon approaching that sign or track. If time becomes a problem for assessment, you may desire to sample your class to determine how well your students achieved the lesson objective. If so, select a random sample of eight to ten students to take the assessment exercise. For this lesson, select numbers 30, 8, 9, 24, 32, 10, 12, 18, 2, 27, 31, and 11 from your attendance list (in the order given) until you have enough students. Complete the assessment checklist and give help where needed.

RAILROAD WARNING SIGN



Color the triangular sections yellow; the letters, the cross, and the border black.


RAIL
CROSSING
ROAD



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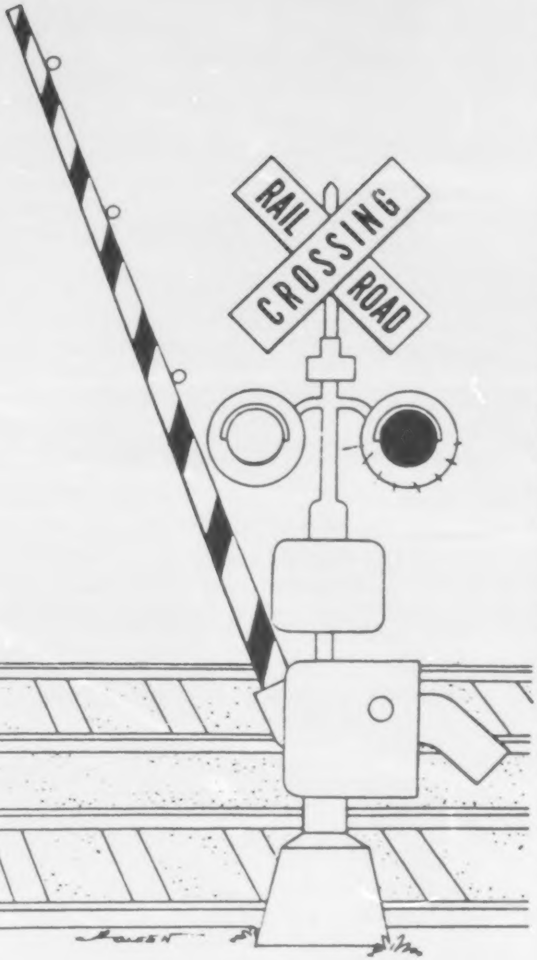
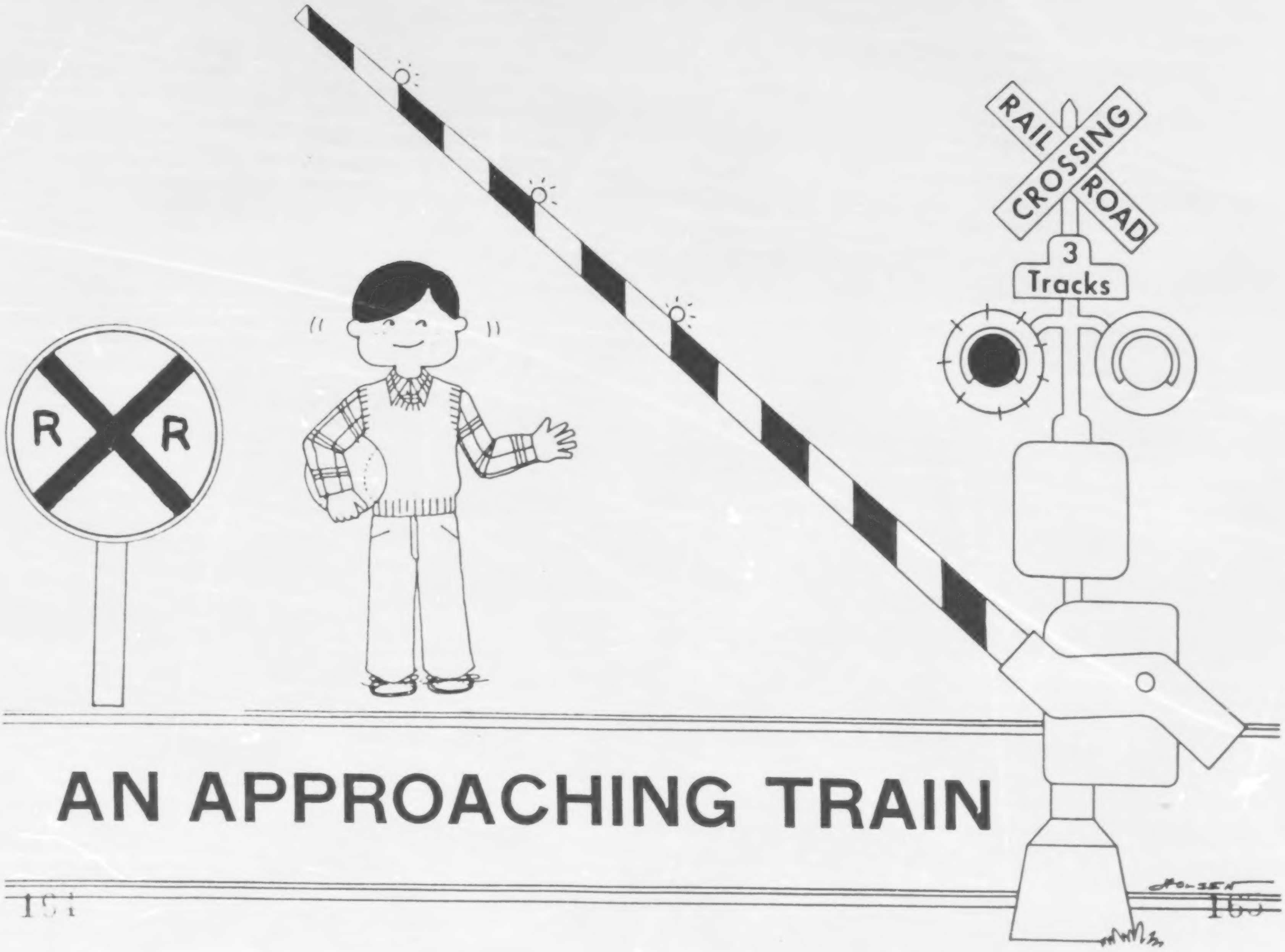

RAIL
CROSSING
ROAD

RAILROAD CROSSINGS


RAIL
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3
Tracks
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HOLSEN

AN APPROACHING TRAIN

AN APPROACHING TRAIN

Stanley's trip to and from school each day led him through town by way of Main Street ro Tailroad Avenue. The school was located on the other side of the tracks and Stanley was one of the few children who lived less than one-half mile from school and so he had to walk.

The railroad crossing had red blinking lights, guard rails and a ringing sound that worked to indicate the arrival of on-coming trains. The guard rails would come down blocking traffic, the red lights would start blinking, and the bells would go off warning pedestrians, cars and bicyclists of an approaching train.

On Thursday morning, Stanley woke up, washed, dressed and ate breakfast. He walked down the driveway with his father who was about to drive to work. They talked about their upcoming weekend together when they would be going camping. Suddenly, Stanley remembered he had to be at baseball practice early.

He quickly said good-bye to his father and started trotting down the street Stanley soon reached Main Street and waved to his friends as he jogged toward Railroad Avenue. He reached Railroad Avenue and turned toward the trackes. In the distance he could hear the train whistle. Glancing at his watch, he knew that the 8:01 was pretty nearly on time. The guard rails were still up when Stanley was about one-half block away. Then, when he was about twenty-five feet from them, they began to go down. Stanley looked to his left and saw the train a short distance from the station. He was still jogging as he neared the guard rails. He thought to himself, "I could make it across easily before the train even got close." When he reached the guard rails, he stopped, looked quickly at the train and then at the other side of the station.

IT'S DECISION TIME

1. What should Stanley do?

2. How would you act if something like this happened to you?

3. What is the best thing to do when this happens?

4. What safety rules should we follow at railroad crossings?

PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON TWELVE

"BEWARE OF DRIVEWAYS"

OBJECTIVE TWELVE

Given examples of situations involving driveways, the student shall identify those situations which are most hazardous.

KEY POINTS

1. All driveways are dangerous in a special way for pedestrians.
2. Students must be extra careful when they walk past a driveway, making sure that:
    a. no cars are pulling into the driveway.
    b. no cars are backing out of the driveway.
3. Students should become aware of these clues that the car might move:
    a. a person is sitting in the driver's seat.
    b. you can hear the engine running.
    c. exhaust is coming out of the exhaust pipe.

MATERIALS NEEDED

The pictures accompanying this lesson.

Enough copies of the assessment exercise accompanying this lesson for each student.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise, and instruct the students to choose the *one least dangerous* and put an X on it. (The empty driveway should have the "X".) Collect the exercises, complete the assessment checklist, and give help where needed.

LESSON TWELVE

"BEWARE OF DRIVEWAYS"

INFORMATION SHEET

This lesson is one where there is opportunity to stress the need for communication between highway users.

Following are possible teaching points that relate to the Suggested Teacher/Student Activities of this lesson.

1. As students approach areas where they will walk behind cars parked in driveways, there are some clues they should be looking for which should alert the pedestrian that the car might move.

   a. Is there a person sitting in the driver's seat?

   b. Can you hear the engine running or is there exhaust coming out the exhaust pipe?

   c. Is the car starting to roll?

2. If there is a person sitting in the driver's seat and the car engine is running, a pedestrian should never walk behind the car unless he knows the driver has seen him and the car is not rolling backward.

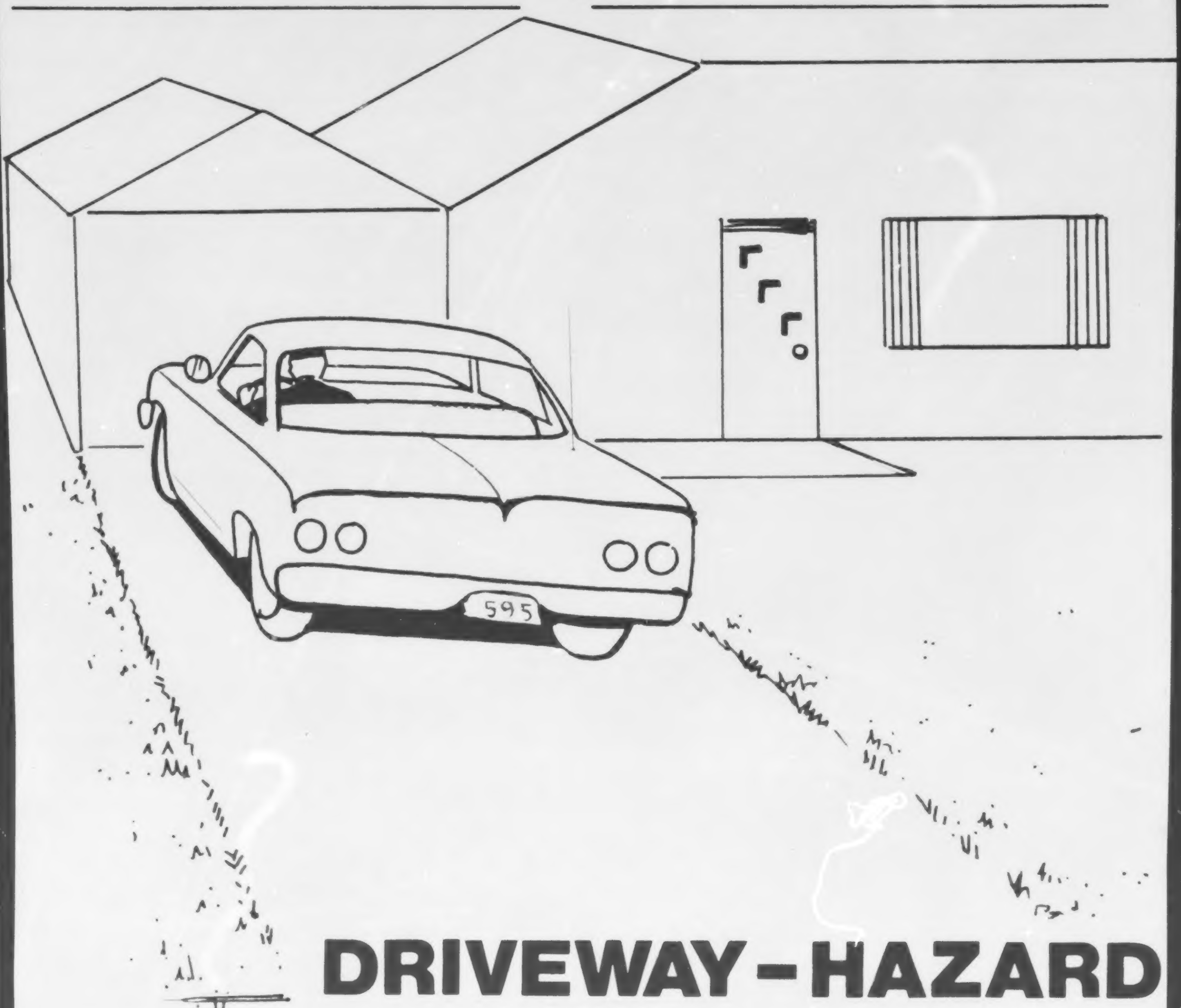
   a. There are several blind spots the driver of a car has while backing and a pedestrian must be sure he is seen by the driver.

   b. A small child approaching a driveway can be hidden from the driver by hedges, bushes, posts, etc., and the driver may not see him approaching his path. Therefore, the child should be aware that if there are a lot of obstructions, even though he may be able to see the driver's eyes, there may not be enough of the child (pedestrian) showing for the driver to see.

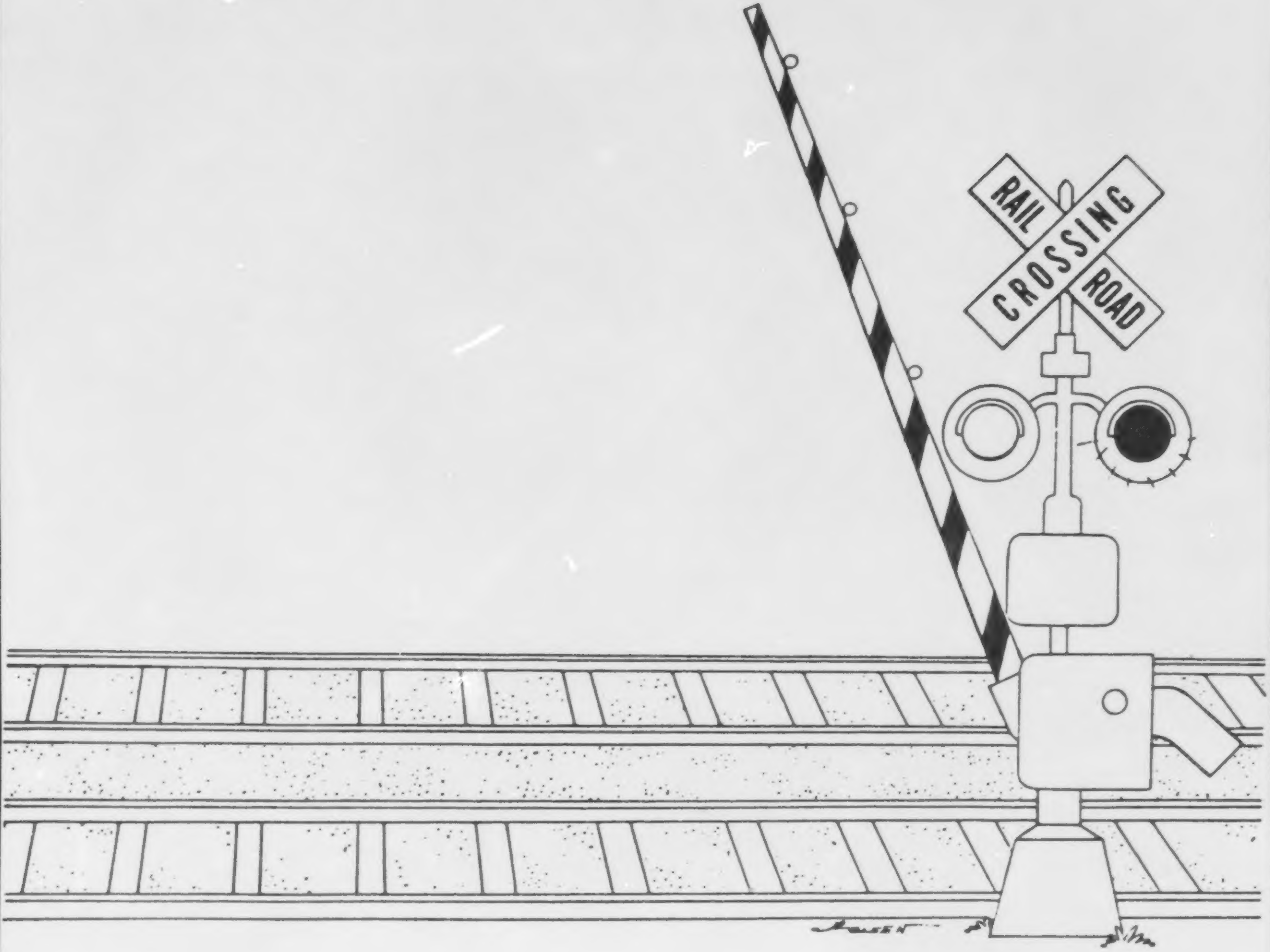
3. The driver of a vehicle turning into a driveway or alley from a street has additional situations to consider and may be involved with distractions that will prevent him from seeing a pedestrian on the sidewalk in which he is about to turn.

   Example On a relatively busy street, a person making a left turn into a driveway may watch traffic, see a break in traffic, start across one or two lanes of on-coming traffic before he checks for pedestrians or children in the driveway. If this happens, the vehicle is usually at the "point of no return," and the pedestrian is highly jeopardized. The pedestrian must be alert and remove the hazardous condition.

4. It should be stressed that the pedestrian should understand the limitations and distractions involving the driver of a vehicle. The pedestrians, because they are more maneuverable and most vulnerable, should have a positive attitude toward assisting the driver and cooperating with him when he intends to intersect the sidewalk.



DRIVEWAY - HAZARD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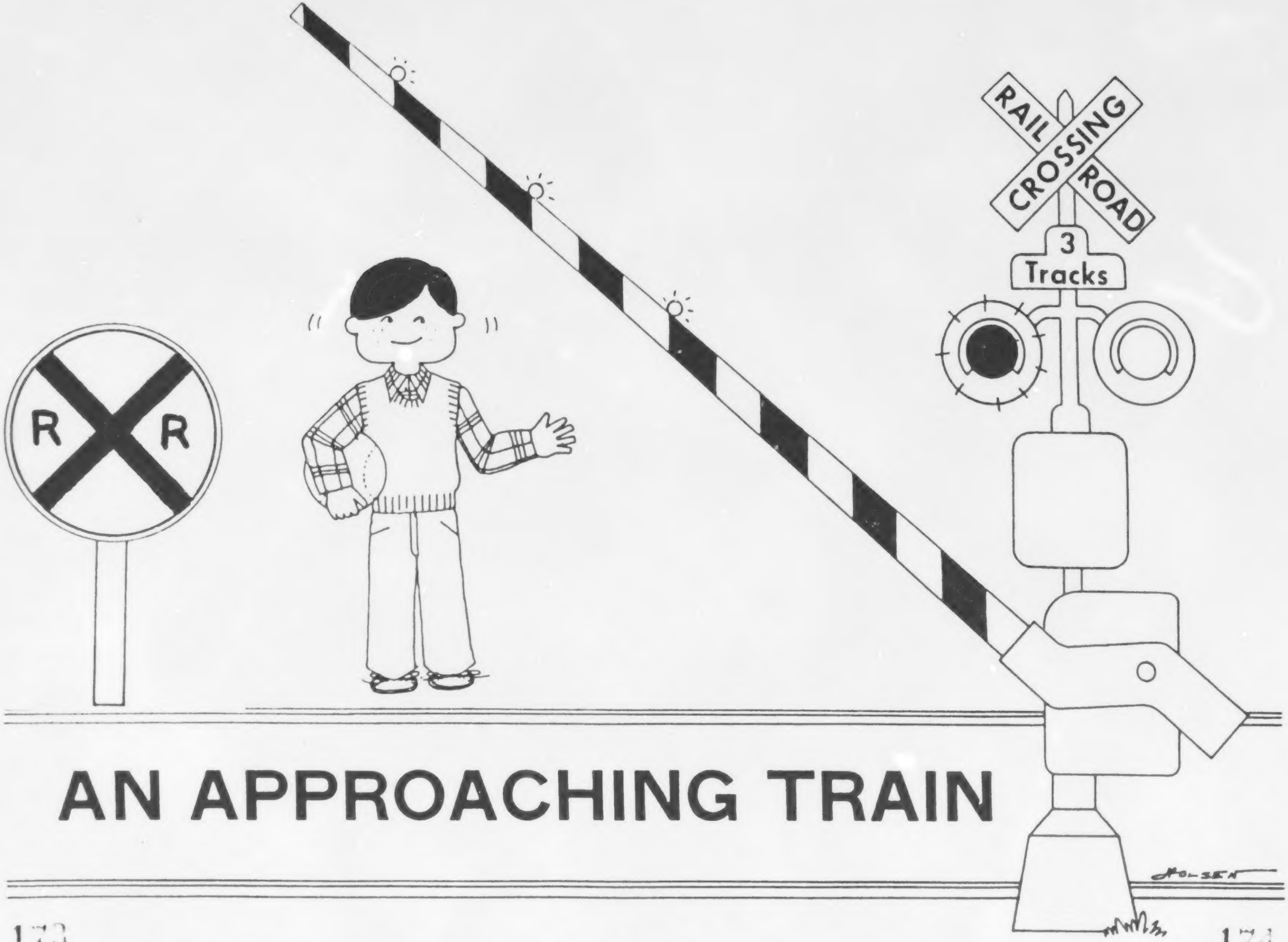
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AN APPROACHING TRAIN

AN APPROACHING TRAIN

Stanley's trip to and from school each day led him through town by way of Main Street ro Tailroad Avenue. The school was located on the other side of the tracks and Stanley was one of the few children who lived less than one-half mile from school and so he had to walk.

The railroad crossing had red blinking lights, guard rails and a ringing sound that worked to indicate the arrival of on-coming trains. The guard rails would come down blocking traffic, the red lights would start blinking, and the bells would go off warning pedestrians, cars and bicyclists of an approaching train.

On Thursday morning, Stanley woke up, washed, dressed and ate breakfast. He walked down the driveway with his father who was about to drive to work. They talked about their upcoming weekend together when they would be going camping. Suddenly, Stanley remembered he had to be at baseball practice early.

He quickly said good-bye to his father and started trotting down the street. Stanley soon reached Main Street and waved to his friends as he jogged toward Railroad Avenue. He reached Railroad Avenue and turned toward the trackes. In the distance he could hear the train whistle. Glancing at his watch, he knew that the 8:01 was pretty nearly on time. The guard rails were still up when Stanley was about one-half block away. Then, when he was about twenty-five feet from them, they began to go down. Stanley looked to his left and saw the train a short distance from the station. He was still jogging as he neared the guard rails. He thought to himself, "I could make it across easily before the train even got close." When he reached the guard rails, he stopped, looked quickly at the train and then at the other side of the station.

IT'S DECISION TIME

1. What should Stanley do?

2. How would you act if something like this happened to you?

3. What is the best thing to do when this happens?

4. What safety rules should we follow at railroad crossings?

PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON TWELVE

"BEWARE OF DRIVEWAYS"

OBJECTIVE TWELVE

Given examples of situations involving driveways, the student shall identify those situations which are most hazardous.

KEY POINTS

1. All driveways are dangerous in a special way for pedestrians.
2. Students must be extra careful when they walk past a driveway, making sure that:
    - a. no cars are pulling into the driveway.
    - b. no cars are backing out of the driveway.
3. Students should become aware of these clues that the car might move:
    - a. a person is sitting in the driver's seat.
    - b. you can hear the engine running.
    - c. exhaust is coming out of the exhaust pipe.

MATERIALS NEEDED

The pictures accompanying this lesson.

Enough copies of the assessment exercise accompanying this lesson for each student.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show students one of the pictures with a driveway and explain what a driveway is (i.e., a pathway from the street to the house, especially for use by cars). State that driveways pose special dangers for pedestrians. Stress the KEY POINTS above.

   Show the students each of the pictures with pedestrians and driveways in them. Ask students to tell what is happening in the picture. Then ask whether or not the pedestrians must be extra careful, and why. (Possible answers are on the back of the pictures. There is more than one interpretation of the situation for some pictures. Do not be concerned about this, as long as students become aware of possible dangers.)

2. Have the students walk backward around the room to observe the difficulty incurred by a driver moving a vehicle backward. Place obstacles such as boxes, blocks, etc., for the students to go around. Point out to the students that the driver of a vehicle who is backing a car will not be able to see pedestrians as well as he can see them in front when he is going forward.

3. Set up simulated hazardous situations relating to someone behind a car on a driveway. A student may serve as the car, or it may be more elaborate. A student can be the car driver, and act out looking (or forgetting to look), starting the motor, etc. Other students can act out situations like the following, on the "driveway": a student jumping rope; a boy bouncing a ball up and down, using his eyes to follow the ball; two students horsing around, pushing, etc.

ENRICHMENT EXERCISES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. If possible, take a field trip to a parking lot and point out the interaction between pedestrians and cars pulling into, and out of, parking places. Point out cars with the motor running while parked and with people sitting in them, and have students observe these and other clues that cars might move.

5. Ask students to observe how many driveways they pass on their way home from school today. The following day ask how many noticed any particular clues the class had talked about in this lesson.

SUMMARY

Remind the students to be extra careful when they walk past driveways or other areas where vehicles are pulling in or backing up and review the clues that indicate a car might move

1. A person is sitting in the driver's seat.
2. You can hear the engine running.
3. Exhaust is coming out of the exhaust pipe.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise, and instruct the students to choose the *one least dangerous* and put an X on it. (The empty driveway should have the "X".) Collect the exercises, complete the assessment checklist, and give help where needed.

PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON TWELVE

"BEWARE OF DRIVEWAYS"

INFORMATION SHEET

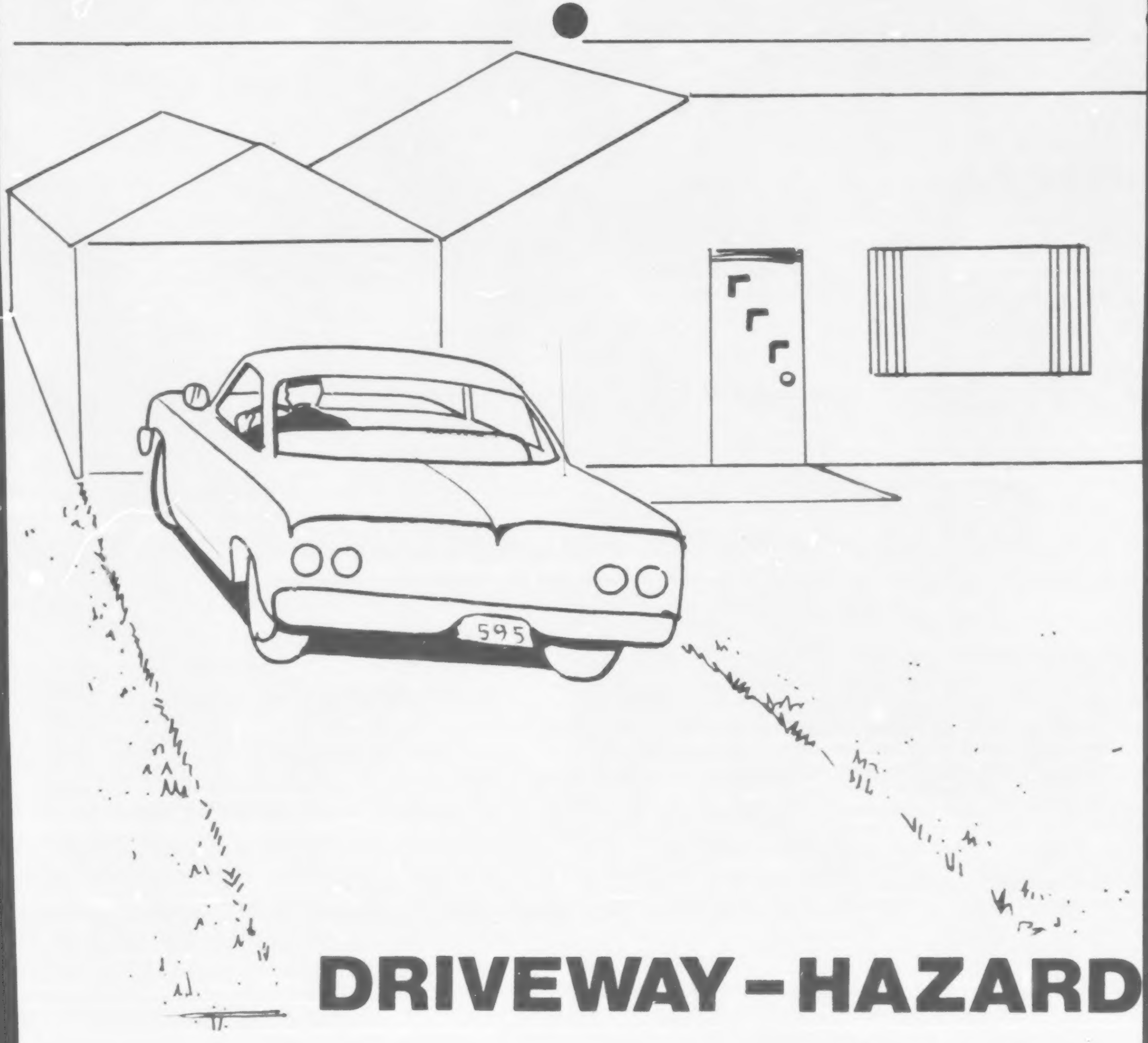
This lesson is one where there is opportunity to stress the need for communication between highway users.

Following are possible teaching points that relate to the Suggested Teacher/Student Activities of this lesson.

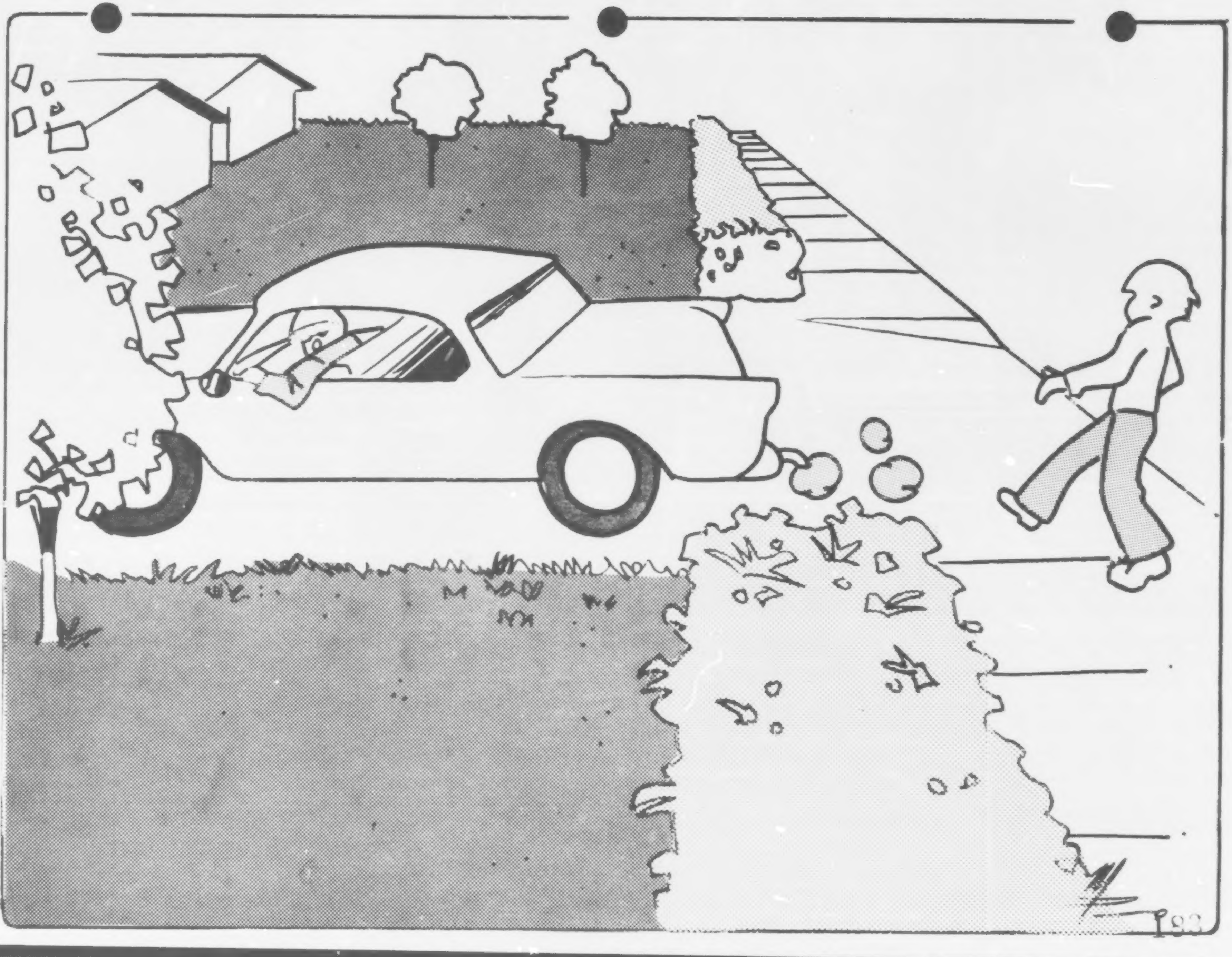
1. As students approach areas where they will walk behind cars parked in driveways, there are some clues they should be looking for which should alert the pedestrian that the car might move.
    a. Is there a person sitting in the driver's seat?
    b. Can you hear the engine running or is there exhaust coming out the exhaust pipe?
    c. Is the car starting to roll?
2. If there is a person sitting in the driver's seat and the car engine is running, a pedestrian should never walk behind the car unless he knows the driver has seen him and the car is not rolling backward.
    a. There are several blind spots the driver of a car has while backing and a pedestrian must be sure he is seen by the driver.
    b. A small child approaching a driveway can be hidden from the driver by hedges, bushes, posts, etc., and the driver may not see him approaching his path. Therefore, the child should be aware that if there are a lot of obstructions, even though he may be able to see the driver's eyes, there may not be enough of the child (pedestrian) showing for the driver to see.
3. The driver of a vehicle turning into a driveway or alley from a street has additional situations to consider and may be involved with distractions that will prevent him from seeing a pedestrian on the sidewalk in which he is about to turn.

    Example On a relatively busy street, a person making a left turn into a driveway may watch traffic, see a break in traffic, start across one or two lanes of on coming traffic before he checks for pedestrians or children in the driveway. If this happens, the vehicle is usually at the "point of no return," and the pedestrian is highly jeopardized. The pedestrian must be alert and remove the hazardous condition.

4. It should be stressed that the pedestrian should understand the limitations and distractions involving the driver of a vehicle. The pedestrians, because they are more maneuverable and most vulnerable, should have a positive attitude toward assisting the driver and cooperating with him when he intends to intersect the sidewalk.



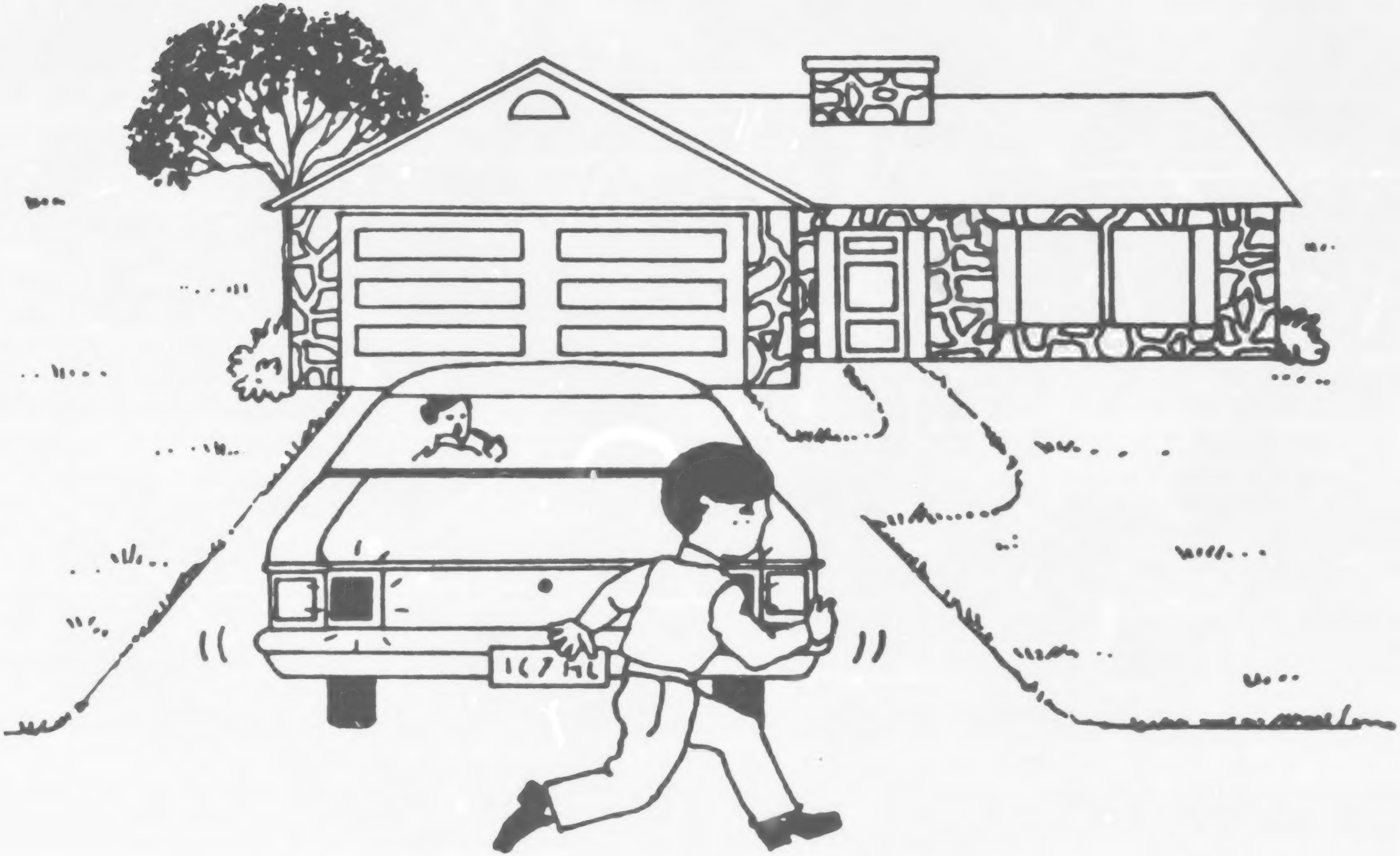
DRIVEWAY – HAZARD



PICTURE TWO - LESSON TWELVE

The car is backing out of the driveway (note exhaust).

The boy is almost behind the car. He must be extra careful beacuse the driver might not see him.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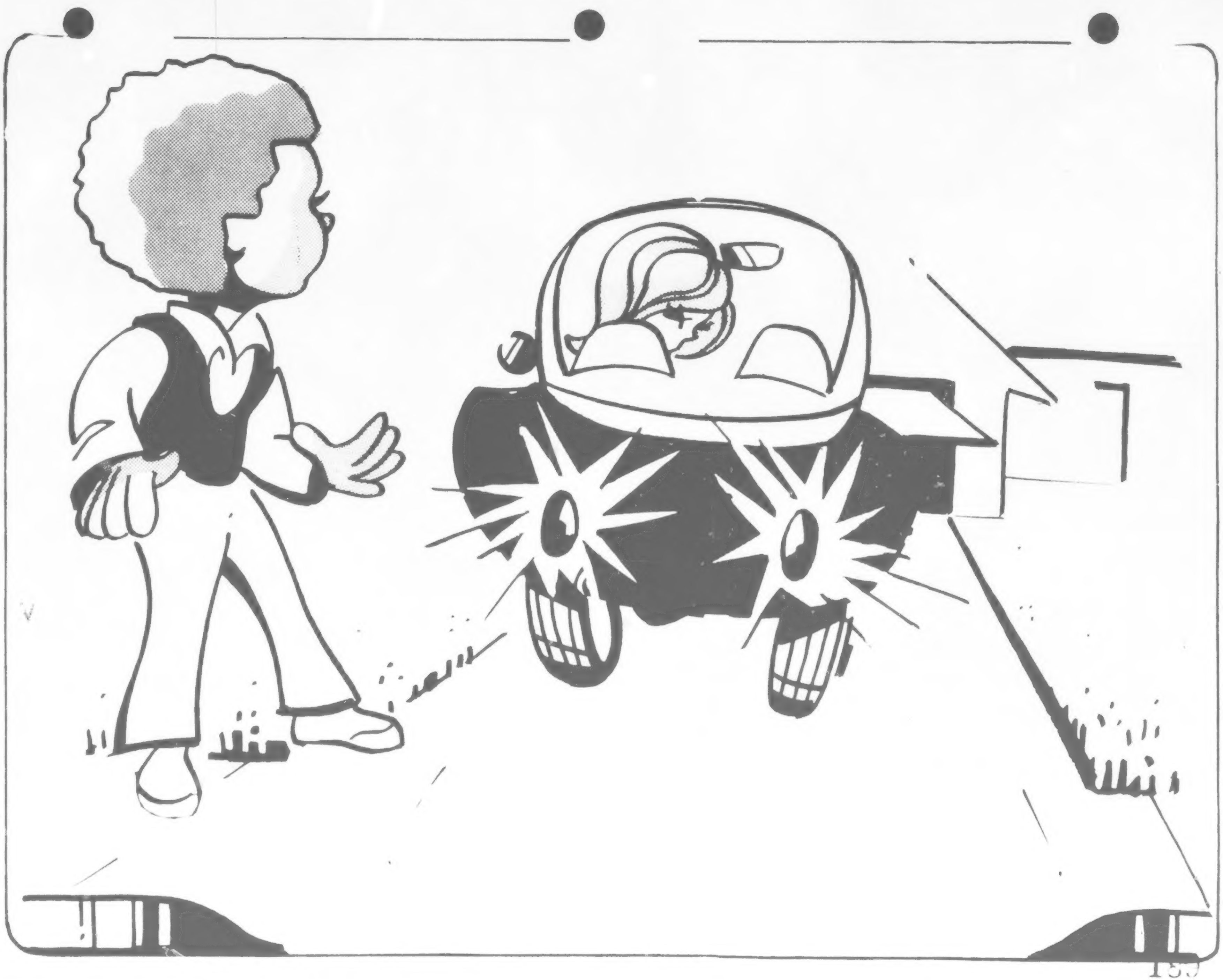
PICTURE THREE - LESSON TWELVE

The car is backing out of the driveway.

The boy is running behind the car, without looking.

The driver might not see the boy in time to stop.



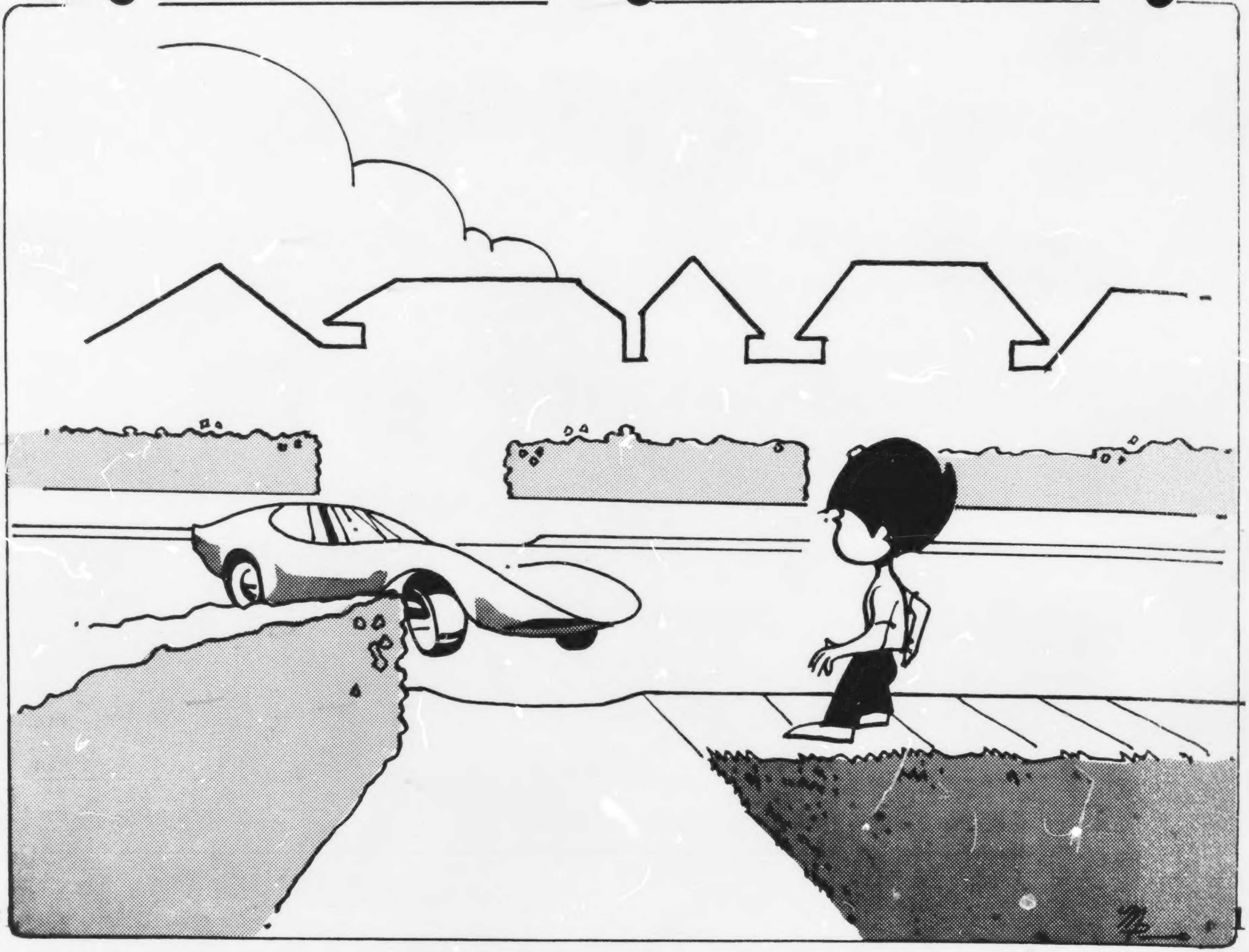
PICTURE FOUR - LESSON TEWLVE

The car is backing out of the driveway.

The boy is walking very alertly.

The boy can see the car in time to stop, if he is paying attention.

The lady might not see the boy, as he is to the side opposite where she is looking.

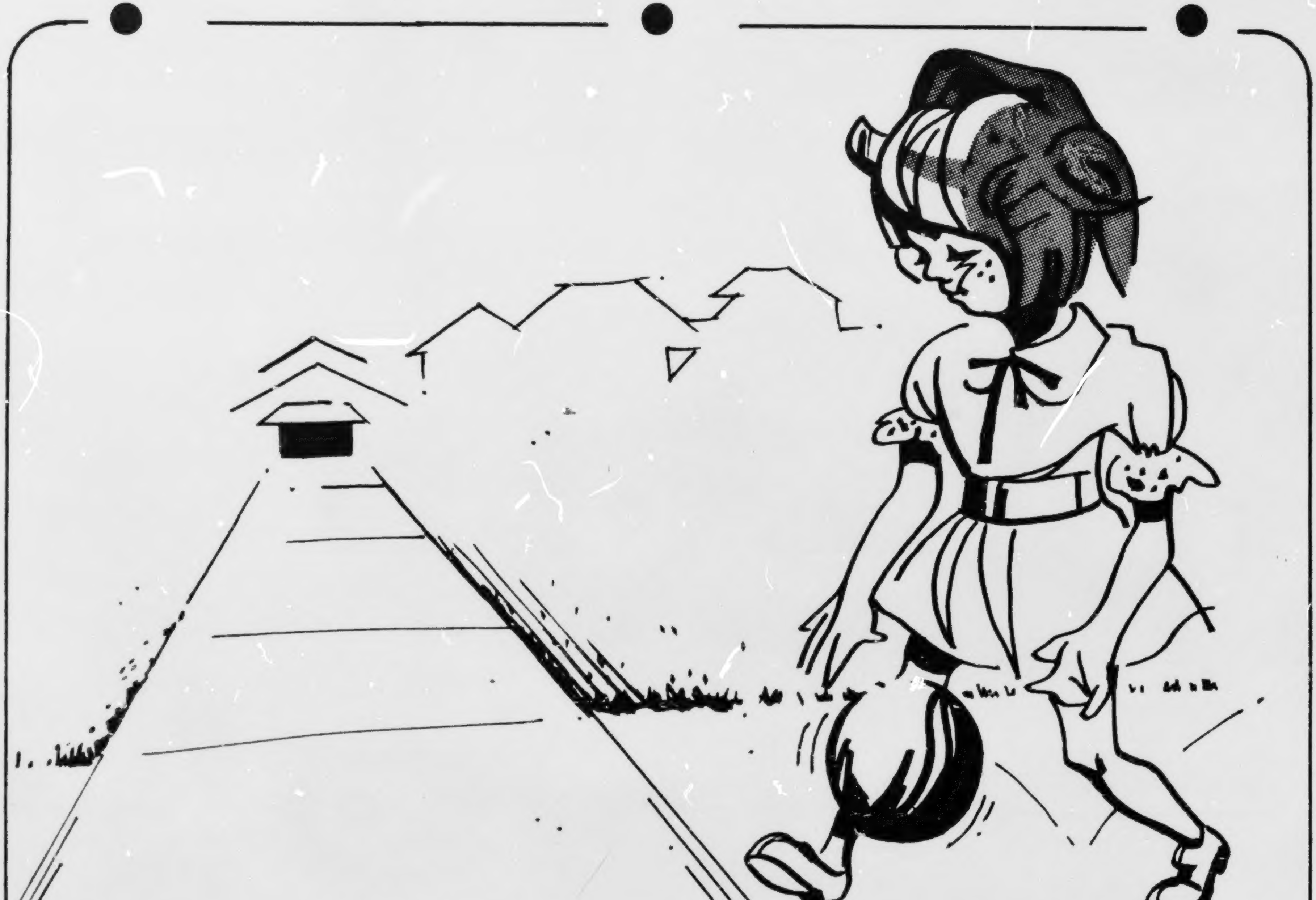


PICTURE FIVE - LESSON TWELVE

The car is pulling into the driveway.

The boy is walking and watching where he is going.

Both the car driver and the boy can see each other IF they are paying attention.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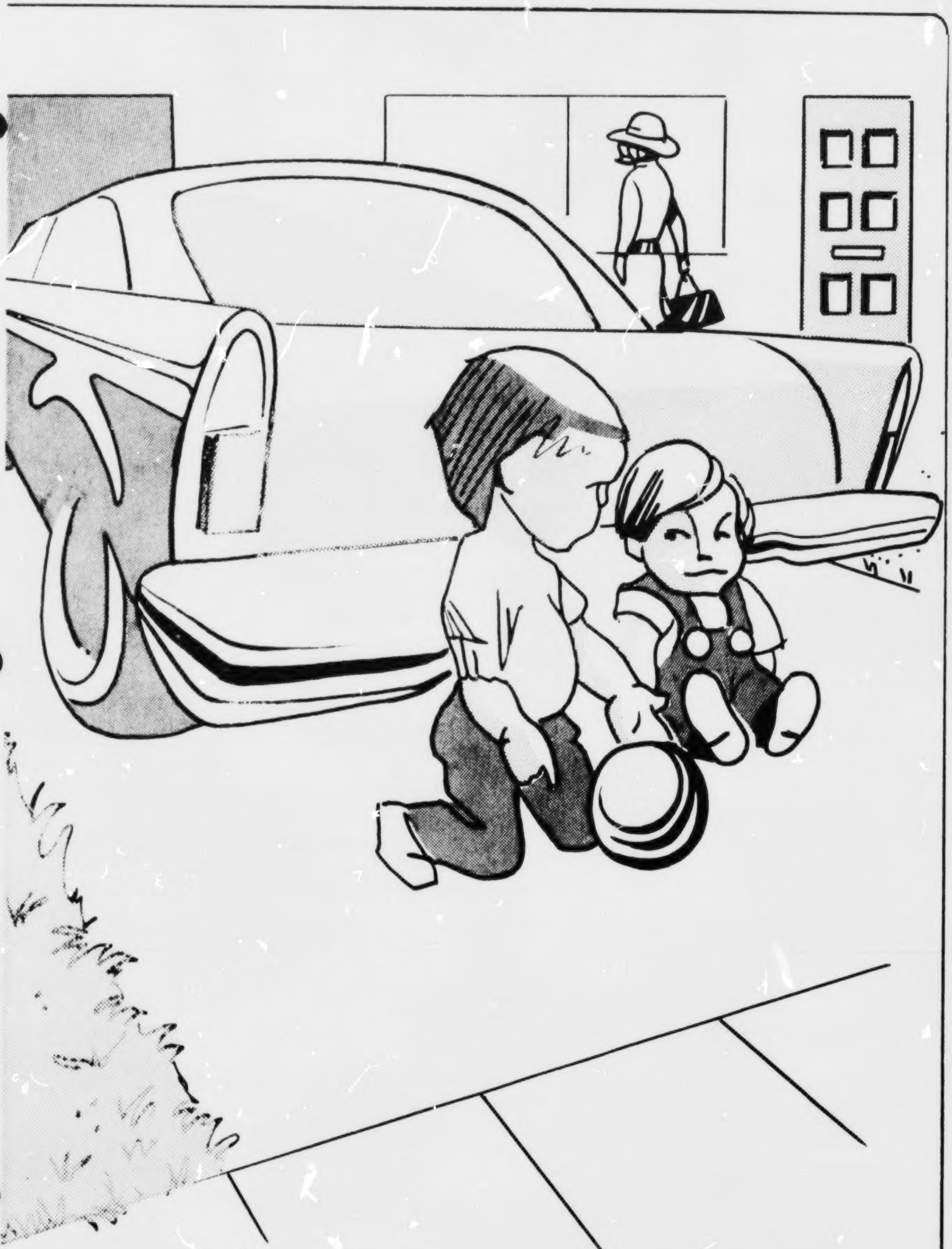
PICTURE SIX - LESSON TWELVE

The girl is bouncing her ball and watching it bounce.

The ball might bounce into the street.

A car might turn into the driveway.

If a car turned into the driveway, the girl might not see it turning.



PICTURE SEVEN - LESSON TWELVE

The children are playing on the driveway behind the car and not easily seen.

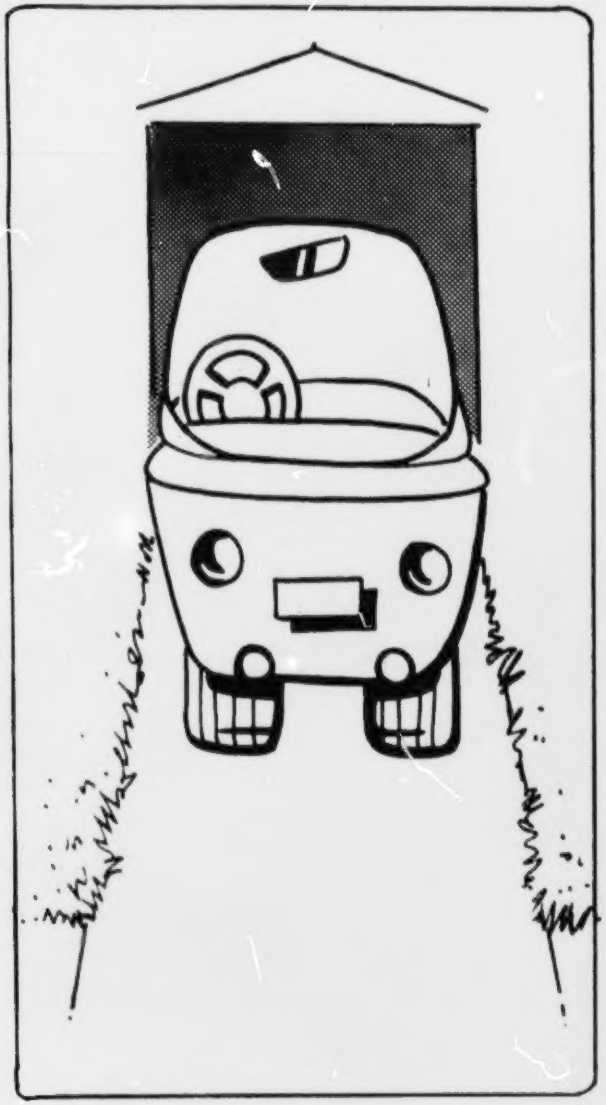
The lady is walking toward the car.

Someone getting into the car might not see the children.

The children's ball could rool out into the street.

The car could roll backward.

Playing like this behind a parded car is ALWAYS dangerous.



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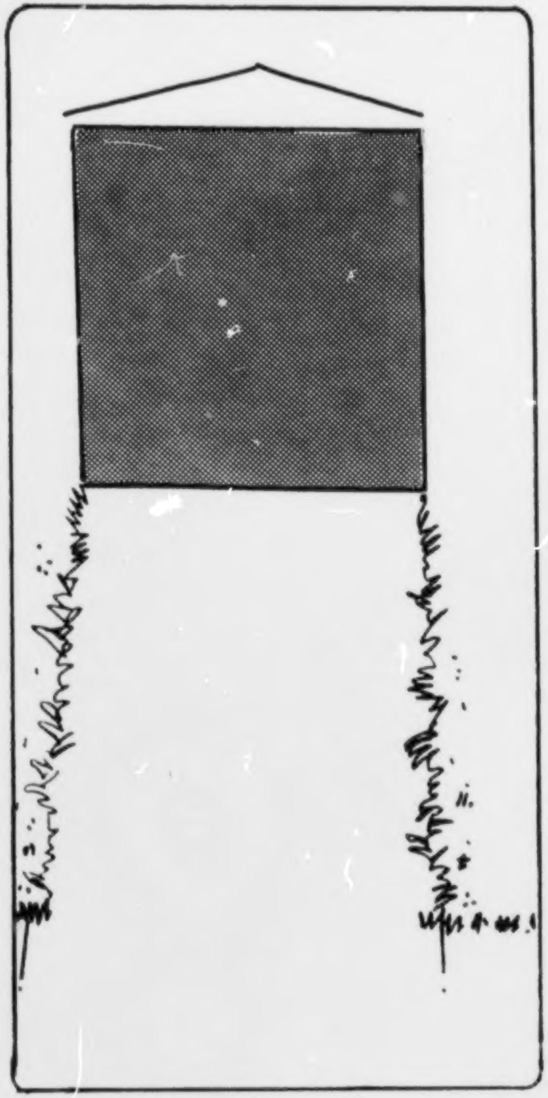

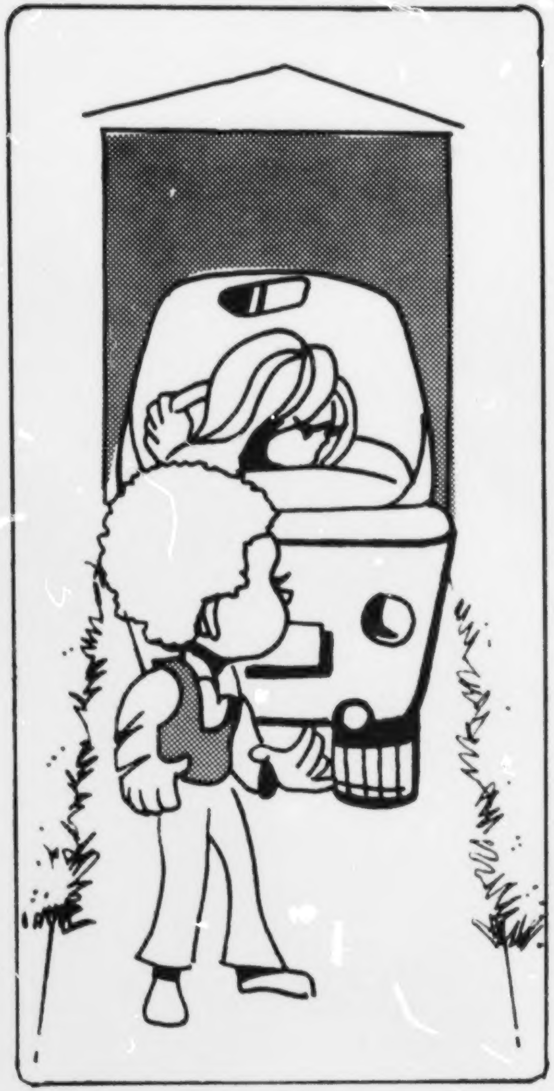

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PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON THIRTEEN

"POLICEMEN AND CROSSING GUARDS HELP THE PEDESTRIAN"

OBJECTIVE THIRTEEN

Given verbal descriptions of a number of individuals, the student will correctly state whether or not he would accept help from those individuals, and describe what he would do if such help was offered.

KEY POINTS

1. The policemen and crossing guard help pedestrians. We should always obey what the policemen and crossing guard tell us to do.
2. Students should not accept help from strangers. Anytime strangers try to get them to go with them or offer them candy, they should report the incident.
    - a. If a stranger asks you to go with him, refuse.
        - (1) *Run.* Get away as quickly as possible.
        - (2) *Remember* how the stranger looked and the color and license number of the car. (Write it down in the dirt, on a book, on a paper anywhere.)
        - (3) *Report* the incident right away, to a policeman, your parents, or an adult at school.
    - b. When you see other children being invited into a stranger's car, you should:
        - (1) *Remember* how the stranger looked, the color of the car and his or her license number.
        - (2) *Report* it immediately.

MATERIALS NEEDED

Pictures accompanying this lesson. Color the policeman's uniform blue and the crossing guard's uniform orange. (Activity 1)

Have profiles of strangers cut from magazines, or invite a "stranger" to act out situations. (Optional. Activity 2)

Arrange to have a policeman or crossing guard visit the classroom. (Activity 4)

Songs accompanying this lesson. (Activity 7)

Make a copy of the coloring exercise with the policeman and children and/or policeman for each student. Crayons. (Activity 8)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show the two pictures with the policeman and crossing guard that you have colored. Explain that both the crossing guard and the policeman help protect us. We should always obey them and do what they tell us. But we should not accept offers of help from strangers. If a stranger offers candy or a ride to a student, he should tell his teacher or his parents as soon as possible.

   If you invite a policeman to your classroom (Activity 4), he can explain not only his job but the proper procedure to follow when approached by a stranger.

   Give the students examples of strangers offering help, similar to the examples listed under "Assessment" (on last page), emphasizing that the student should not accept help from a stranger. (Stranger? – Danger!) Also, emphasize that they should report such incidents.

2. Have students act out one or more of the situations from Activity 1. Be sure that reporting the "Stranger" incident to someone is part of this skit.

   The teacher or groups of students may cut profiles of attractive people from magazines to show as examples of strangers in the situations. (*Example*: "This lady–show picture–comes up to you and says she is a teacher at your school . . .") Students must describe these "strangers" when reporting the incident. A "stranger" may also be invited to the classroom and act out several situations with students. Clothing may be changed, glasses added, etc. to change appearance.

3. Using your simulated intersection (Directions, Lesson 4), allow students to act as crossing guards or policemen and direct traffic at the intersection. Other students may act as pedestrians, cars–turning, stopping, etc.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Have a policeman or crossing guard come to class in uniform and explain his job to the students. This should include how students can help him do a better job.

5. Take the students outside and let them observe a crossing guard at work. Have them notice:

   - the uniform and equipment the crossing guard uses.
   - where and how the children should stand while waiting to cross.
   - how the crossing guard signals children to cross and cars to stop.

   After the trip, discuss how crossing guards help protect children, and why they should be obeyed.

6. Teach the Safety Riddle to the class.

Safety Riddle

I stand at the crosswalk
A friend you all know.
I tell when it's safe
For children to go.
Who am I?

(policeman or crossing guard)

I am two solid lines
Painted on the street
When you cross; I show
The best place for your feet.
Who am I?

(crosswalk)

7. Teach either "The Traffic Cop" or "The Traffic Policeman" songs to the class.

8. Give each student a copy of the policeman and two children and/or policeman to color. Have them take their picture home and tell their parents how the crossing guards and policemen help them. These pictures may be colored while the teacher is assessing students.

SUMMARY

Remind students that we can trust what a policeman or crossing guard says, but we should never go with strangers.

ASSESSMENT PROCEDURE (OPTIONAL)

Relate to each child three situations and ask if he would accept help from the person described in that situation. Some sample situations you might use:

1. A woman comes up to you and says she is a teacher at your school, but you don't know her. She says she will take you home. Would you go with her? What should you do?

2. A man says he has some candy for you and will take you home in his car. Would you take any candy? Would you go with him? What would you do?

3. A woman drives up to you in a car. She opens the door and says your mommy sent her to bring you home. Would you believe her? What should you do?

4. A man says he is a policeman and will help you, but he is not wearing a policeman's uniform. Would you go with him? What would you do?

5. A man dressed in a policeman's uniform says he will help you. What would you do?

Only 5 is "YES" (Only on-duty policemen wear a policeman's uniform.)

6. A woman shows you some money. She says that if you come with her she will buy some candy. Would you go with her? What would you do?

Make sure each child answers the questions correctly. Complete the assessment checklist and give help where needed.

PEDESTRIAN SAFETY – KINDERGARTEN AND FIRST GRADE

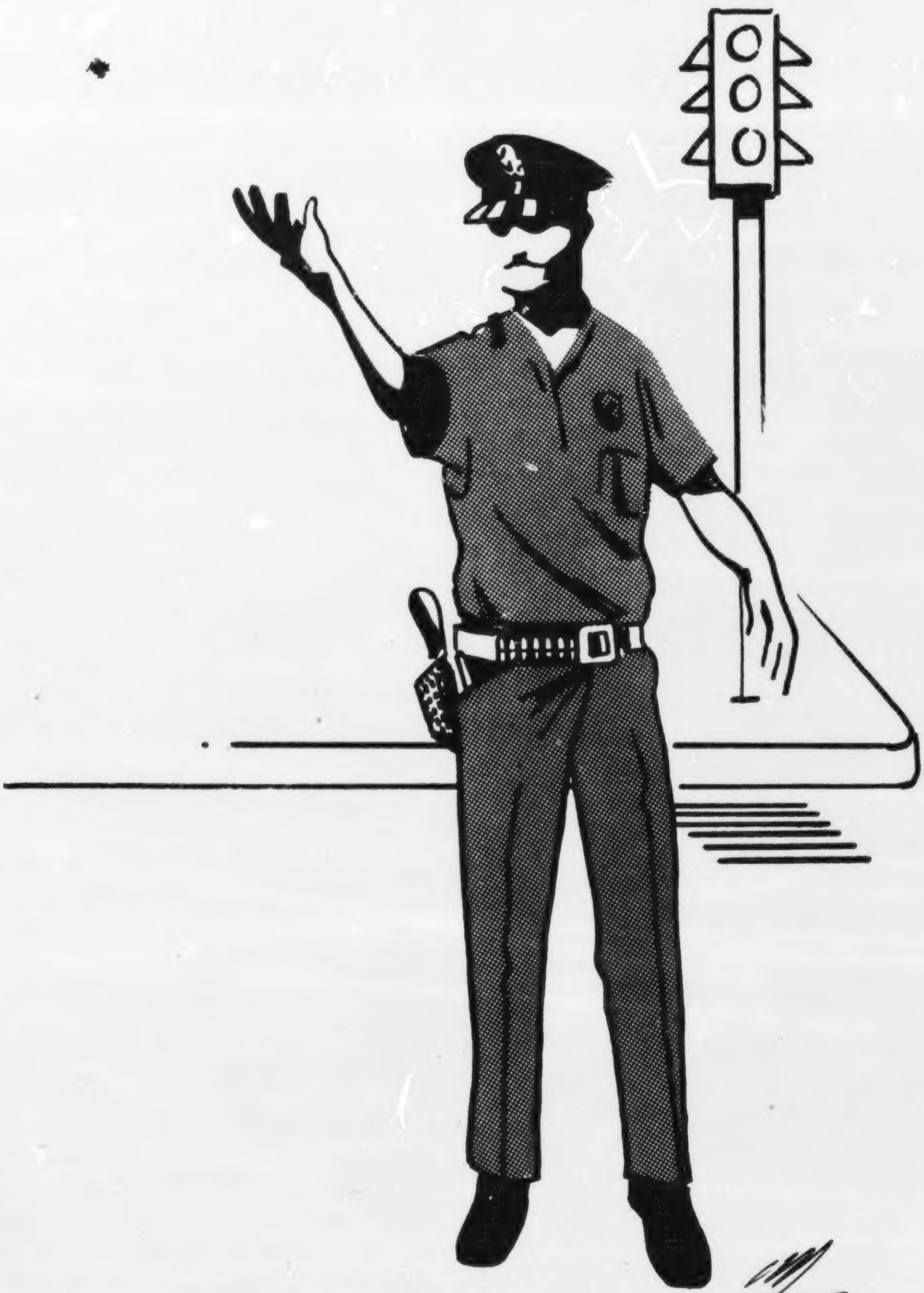
LESSON THIRTEEN

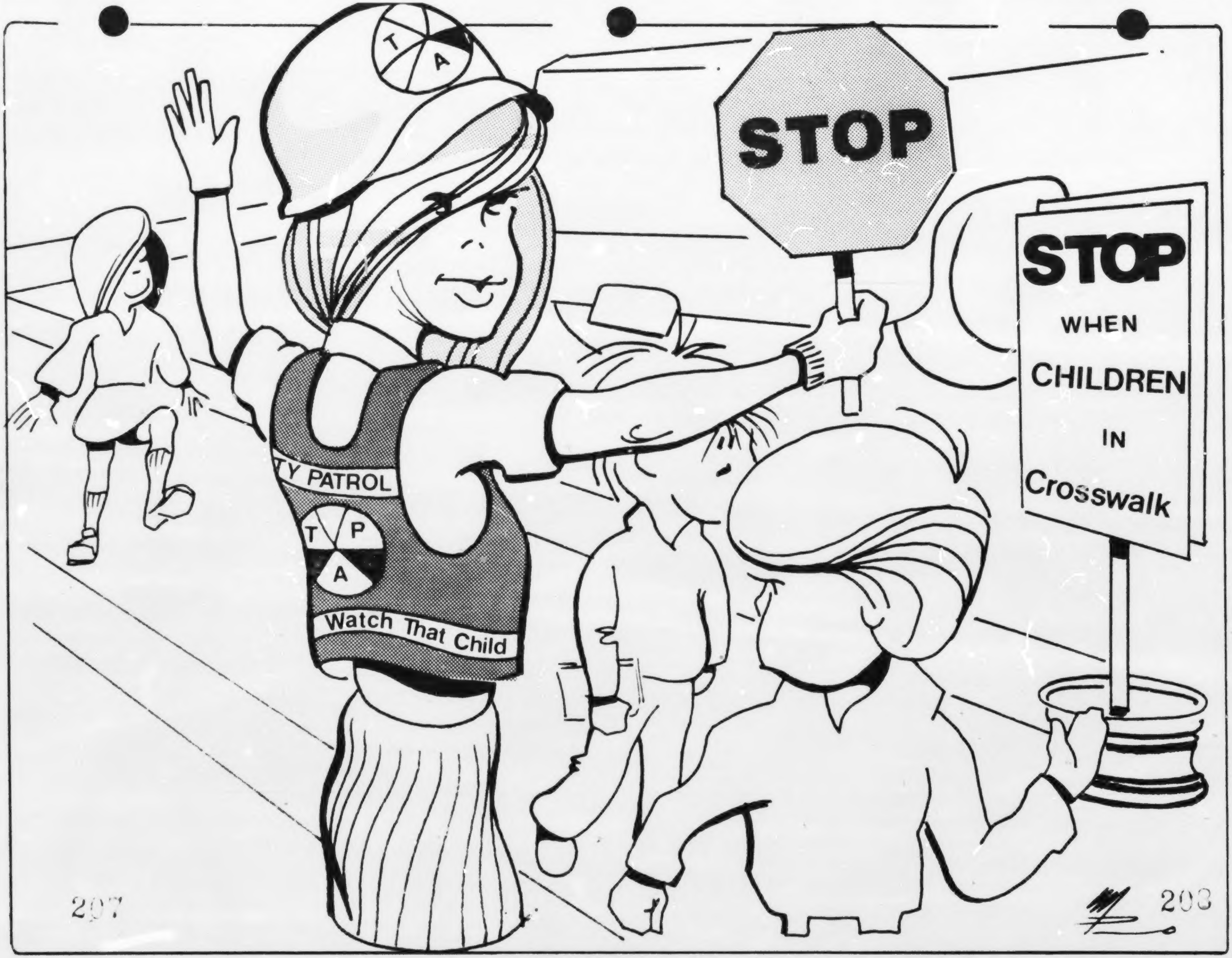
"POLICEMEN AND CROSSING GUARDS HELP THE PEDESTRIAN"

INFORMATION SHEET

For this lesson, the following basic concepts need to be emphasized:

1. Never accept "goodies" or rides from strangers.
2. Always tell parents, teacher, or principal if any stranger does try to give them "goodies" or get them to go with him.
3. Respect and cooperate with policemen and crossing guards because it is their responsibility to help you and keep you safe.

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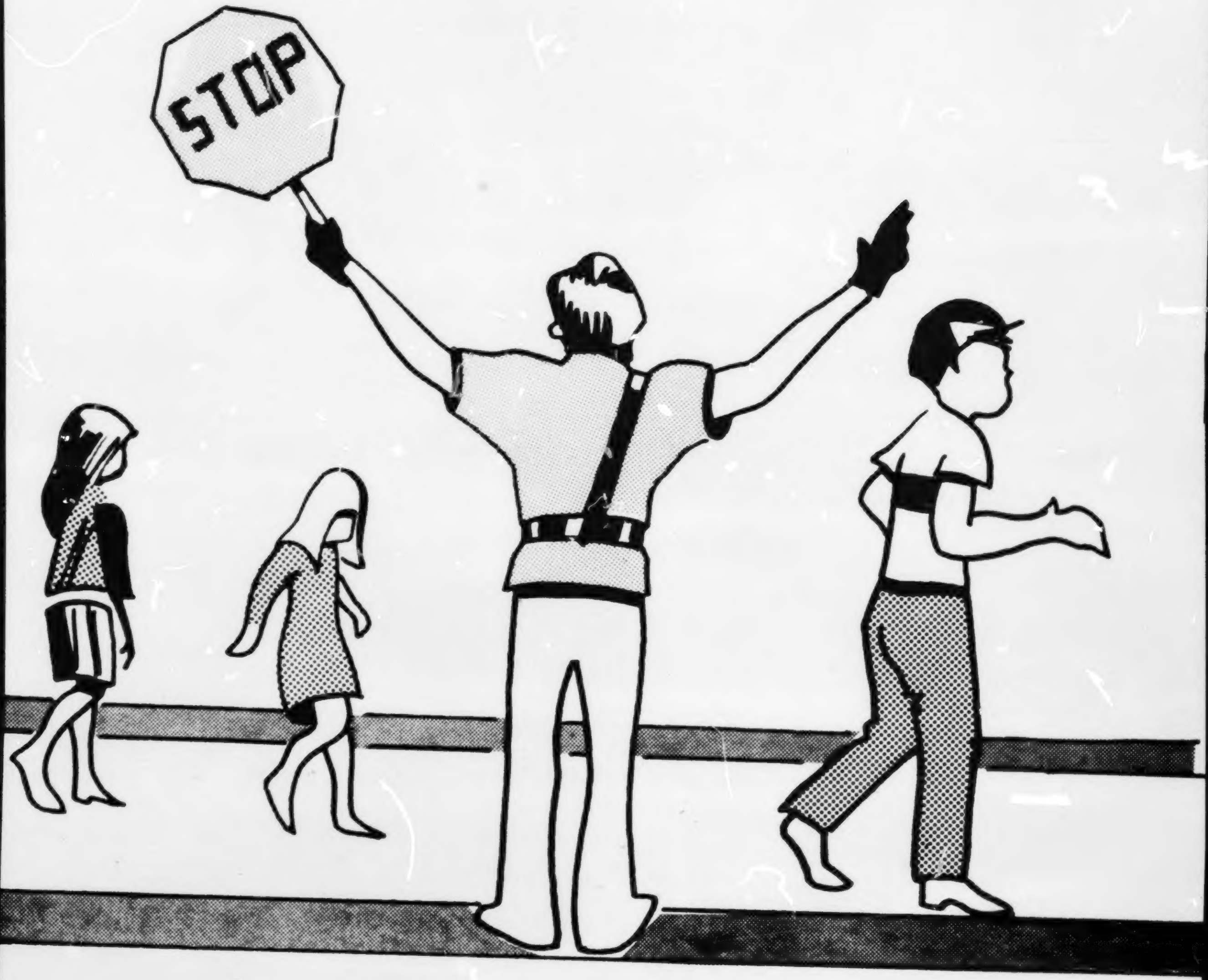
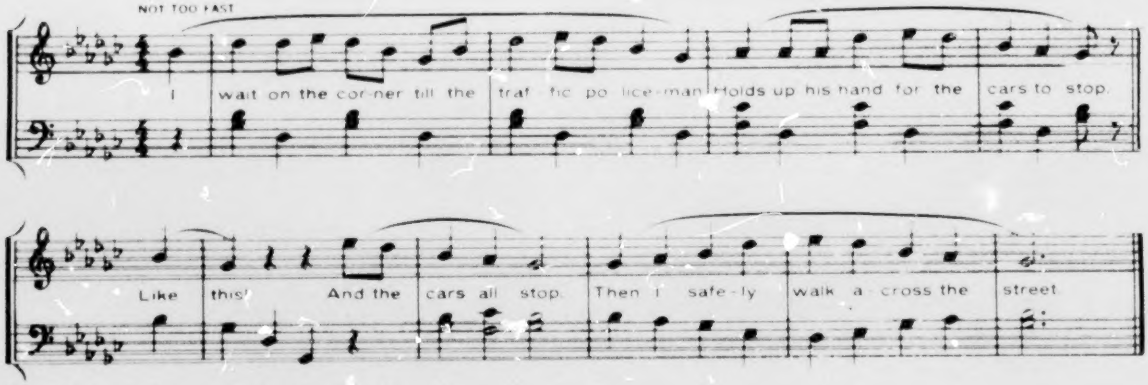

STOP

The Traffic Policeman

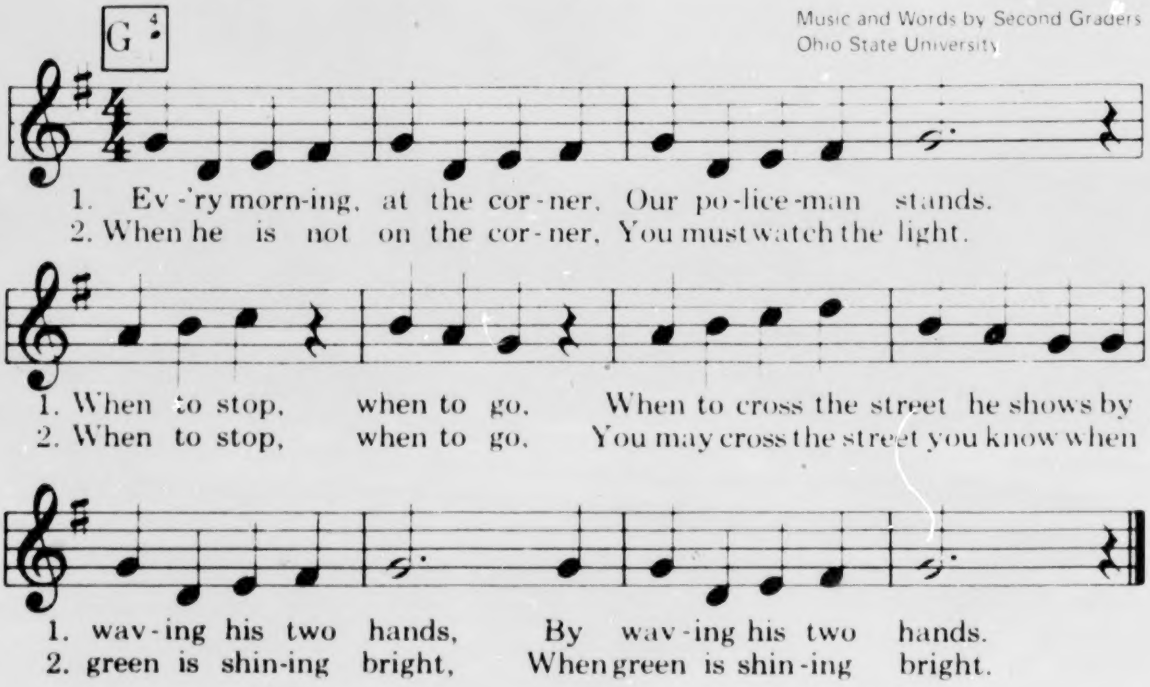
Words by Marianne St. John   Music by Anthony Burke


NOT TOO FAST
I wait on the cor-ner till the traf-fic po-lice-man Holds up his hand for the cars to stop.
Like this! And the cars all stop. Then I safe-ly walk a-cross the street.

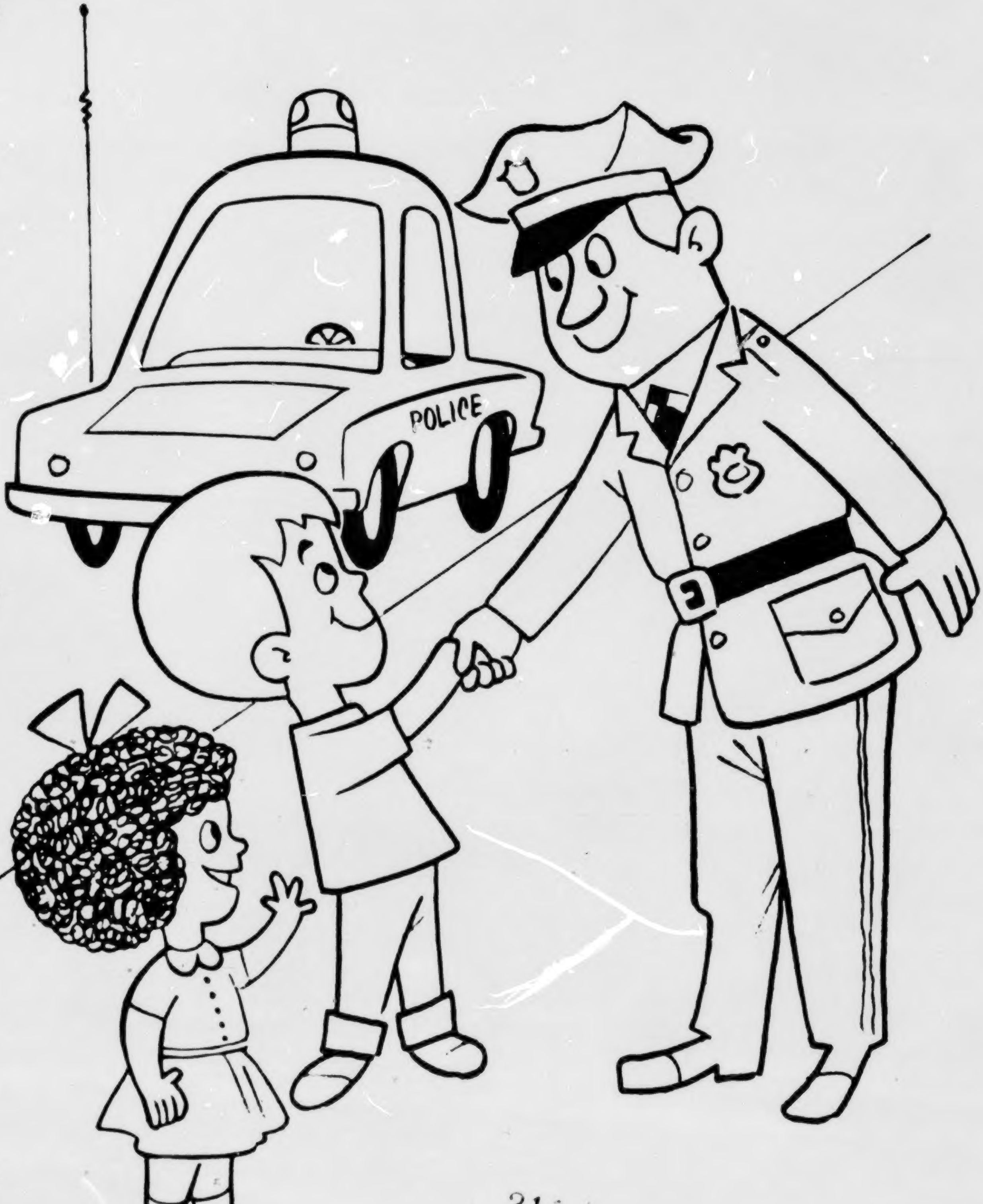
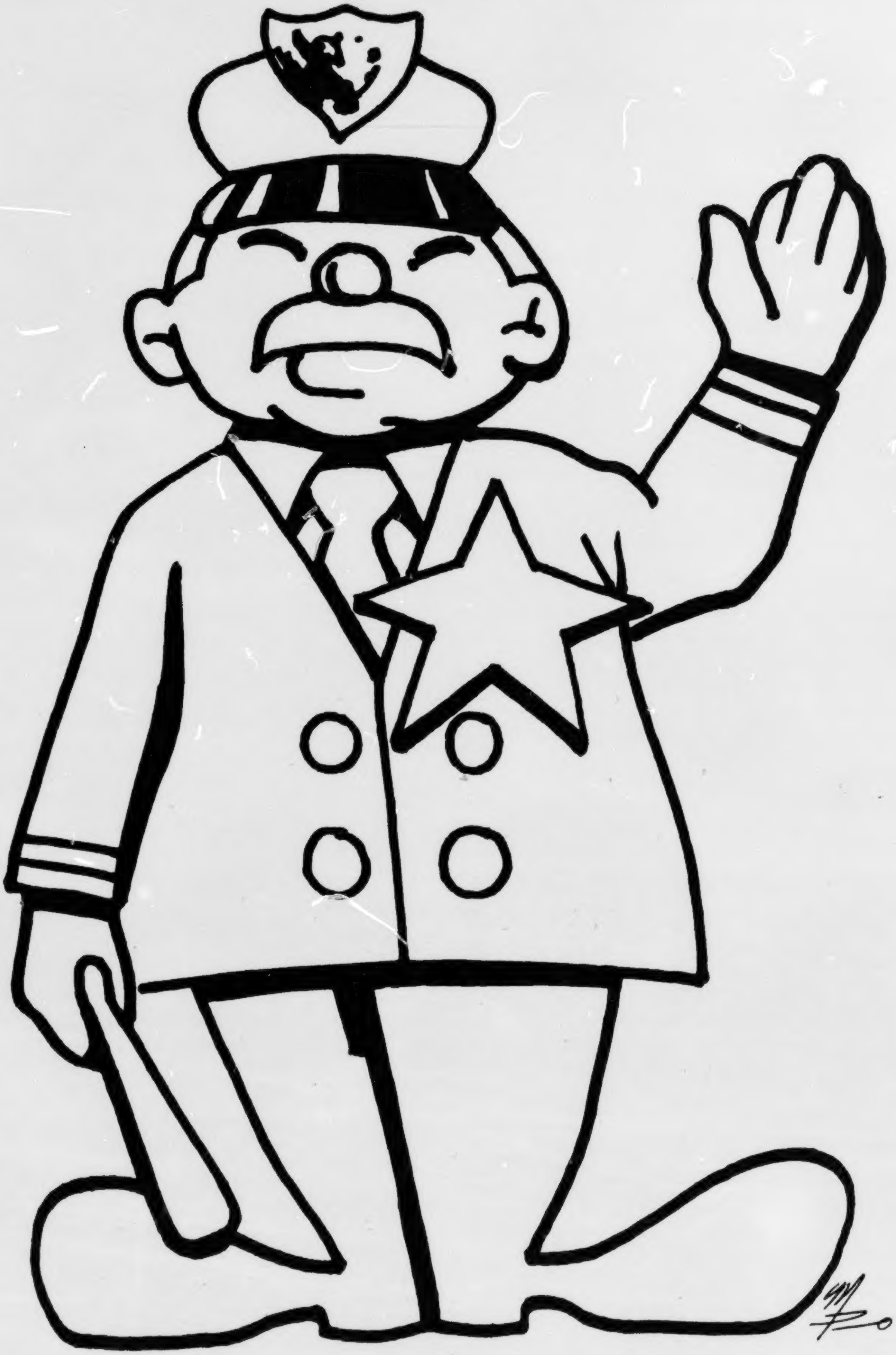
Music for Young Americans, American Book Co., 1966.

The Traffic Cop

Music and Words by Second Graders
Ohio State University


G 4
1. Ev-'ry morn-ing, at the cor-ner, Our po-lice-man stands.
2. When he is not on the cor-ner, You must watch the light.
1. When to stop, when to go, When to cross the street he shows by
2. When to stop, when to go, You may cross the street you know when
1. wav-ing his two hands, By wav-ing his two hands.
2. green is shin-ing bright, When green is shin-ing bright.

This is Music 2, Allyn & Bacon, Inc., 1966.


POLICE